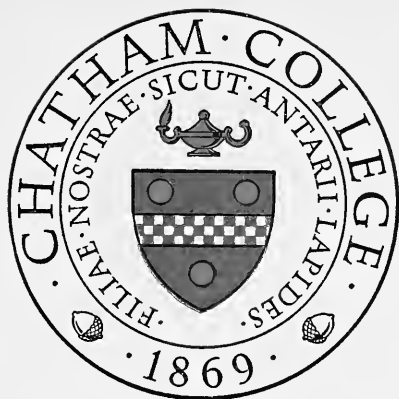




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BULLETIN OF

CHATHAM COLLEGE

1962

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Pittsburgh 32, Pennsylvania

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EDUCATIONAL PROGRAM



The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which can be expected to emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized

education. Basic education consists of the essential materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

A R E A I — M A N

HUMAN DEVELOPMENT AND BEHAVIOR. This is a three-hour course which correlates materials concerned with human living. These include certain major concepts in biology, psychology, and social anthropology, which aid in the study of the changing reactions of human beings throughout the life

span. The course is designed to give the student a knowledge of the various structures of the body and their functions resulting in her increased ability to meet the typical problems involved in the social, emotional, and intellectual development of an individual.

AREA II—THE UNIVERSE

THE NATURAL WORLD. This is a one-year requirement in science, the first semester of which is devoted to consideration of the important concepts and methods of one of the special sciences: astronomy, biology, chemistry or physics. The second semester consists of the course *History and Philosophy of Science* which provides insight into the development of the major concepts in science and their relationships to human life.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour course throughout the year and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic, and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour course for one semester with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations. It is taken ordinarily in the junior year.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits, and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This must be accomplished through a proficiency examination or through course work in one of the foreign languages. (See the College Language Requirements, page 71.)

ENGLISH COMPOSITION. This is a two-hour course throughout the year which is correlated with the other courses from which materials will be drawn for practice in the art of writing. More advanced students may complete the requirement in one semester in a course especially designed for them.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total slightly over half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years. (See graph, page 45.)

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individ-

*Further description of these courses is to be found on pages 46-48.

ualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate testing and guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information becomes available to the student, the college has an Office of Evaluation Services headed by a full-time director. (See Office of Evaluation Services, page 147.)

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particu-

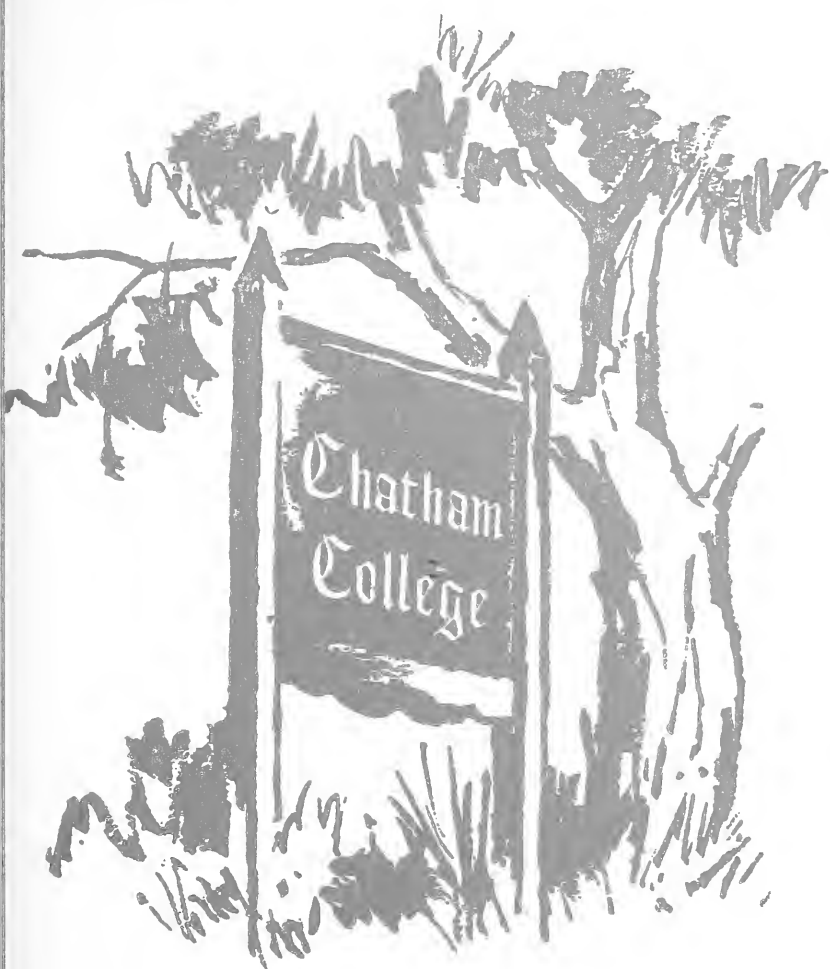
*Further description of these majors is to be found on pages 39 and 40.

lar subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors involving six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets once a week during the year with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the college began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English language and literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to "Pennsylvania College for Women," with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 came the Louise C. Buhl Hall of Science. This hall was erected in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student was to acquaint herself with the major fields of human thought. In the Upper Division, the student concentrated in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds that had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall, and a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original college buildings, providing one of the best equipped small colleges in the country. Benedum Hall was given to the college by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Grey-stone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House.

Currently the college has an endowment of seven million dollars in book value.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in curriculum progress in the post-war period. Chatham is a fully accredited college.

The name "Pennsylvania College for Women" was changed to Chatham in 1955. This was done to eliminate the

confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purposes of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the dual advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of more than five hundred. The campus also has expanded to meet the growth of the college: there are now thirty buildings on thirty-five acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillon bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, a meditation chapel, a choir room and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains

*See map page 26.

more than fifty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the study of chemistry, biology, and physics, as well as a lecture hall with facilities for the use of motion pictures. The science library on the lower floor has approximately four thousand volumes.

A trio of new buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, and a modern snack bar.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the five dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college dining rooms. The dining hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere. Paintings from the college

collection, including significant examples of the works of Grace Hartigan, Henry Koerner, and Russell Twiggs, are on permanent display in the living room.

Adjacent to Woodland is the newest of the dormitories, Dilworth Hall, a handsome red brick Georgian building housing sixty-six students. Separated from Dilworth by the Mellon orchard is the college infirmary, Lindsay Hall, which once housed the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the college collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. The Department of Music utilizes this building which has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road is the three and one-half acre recreation field and the Physical Education Building. This building includes a large gymnasium floor, seminar rooms, classrooms, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field) with its large living room, open fireplace and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road is Gregg House, home of the president of the college.

Returning to the main part of the campus, one next

visits four dormitories on the hillsides opposite Woodland Hall. The two directly across are Fickes and Beatty Halls. Originally family estates, these halls are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Across Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the executive dean of the college.

CHATHAM COLLEGE

MAP OF THE CAMPUS



- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 12. ANDREW MELLON HALL |
| 2. LAUGHLIN MEMORIAL LIBRARY | 13. MUSIC CENTER |
| 3. THE CHAPEL | 14. PHYSICAL EDUCATION BUILDING |
| 4. COOLIDGE HALL OF HUMANITIES | 15. THE LODGE |
| 5. FALK HALL OF SOCIAL STUDIES | 16. GREGG HOUSE |
| 6. BRAUN HALL OF ADMINISTRATION | 17. MARY ACHESON SPENCER HOUSE |
| 7. MAINTENANCE BUILDING | 18. GATEWAY HOUSE |
| 8. WOODLAND HALL | 19. DILWORTH HALL |

THE COLLEGE COMMUNITY

The college community of sixty faculty and more than five hundred students drawn from many states and foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty. The tutorial projects give students a direct, close association with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. They are responsible for a steady flow of significant books. In its membership are artists, musicians, dramatists and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the college, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. "The code" becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—being active in all personal relationships, in all social situations, and in all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The college maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Administrative staff members serve as counselors in each dormitory, meeting regularly with student counselors and house officers to discuss dormitory planning and organization.

Dormitory life is an integral part of the total program of the college. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resi-

dent or non-resident, may share in every college activity. Much of the social and activity program of the college centers in the dormitories where house dances as well as open houses are held at various times during the year. Non-resident students, in addition to being associate members of dormitories and included in the dormitory program, maintain their own officers and are an active part of the campus life.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor.

A calendar of activities for the college is provided through the Office of the Dean of Students.

The all-student Recreation Association provides activities such as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the "Varsity" which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college, while the weekly newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educa-

tional openings in the choir, chorus, and in district orchestra groups.

Chatham College is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly chapel services and encourages students to attend the churches of their own choice. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests.

SPECIAL PROGRAMS

The hour from eleven-thirty to twelve-thirty every Tuesday and Thursday morning is reserved for all-college programs. In addition evening programs are scheduled throughout the year. Distinguished lecturers and speakers are invited to address the college community.

During the past year the college sponsored a semester long program on non-Western Civilization entitled "India and The Hindu World," a series of lectures on "Religious Perspectives on the Problems of Man," continued the Advanced Developments in Contemporary Music series and presented outstanding dramatic productions including Dame Judith Anderson in "Medea."

As a part of its continuing plan to introduce the civilization and culture of other nations more thoroughly into the curriculum during 1962-63 the College will sponsor a series of programs on Latin America. This will include distinguished

scholars lecturing on Latin American history, culture, and politics, a film series, and musical programs. Four specialized courses in Latin American history, literature, art and anthropology will be added to the curriculum and will be taught by specialists in each field. These courses are described in the course description section of the catalog.

COOPERATIVE ARRANGEMENT WITH CARNEGIE INSTITUTE OF TECHNOLOGY

Beginning this fall, 1962, Chatham College and the Carnegie Institute of Technology will initiate a new cooperative arrangement which will allow students to enroll in certain classes at each other's institution without payment of additional fees.

The program will operate under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.
2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.
3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he is enrolled. The credit he receives will apply toward his undergraduate degree.

Offerings at Chatham College open to Carnegie Tech students will be in the fields of philosophy, sociology, anthropology, political science, religion, and classical languages.

Offerings at Carnegie Tech open to Chatham students will be art education (methods and materials), economics, physics, mathematics, and computer operations.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become in a few short years, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

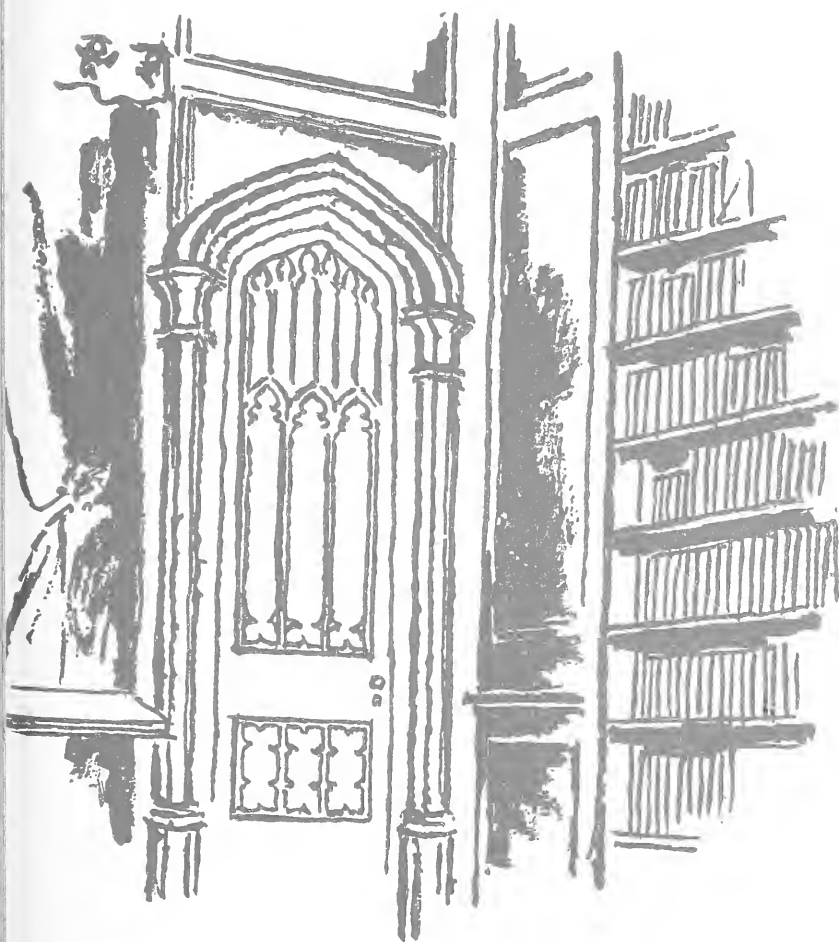
The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; drama students are cast for part in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, and other recital and concert series.

The International Exhibitions of Contemporary Painting sponsored every three years by the Carnegie Institute, are both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

At the Nixon Theater, Broadway plays are given and students occasionally have the opportunity to see try-outs of future Broadway productions.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.



COURSE OF STUDY



The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation from Chatham College are:

1. The passing of the following required courses* which are to be distributed over the four years.
Human Development and Behavior B1 (3 hrs.)
Natural Sciences B1 (choice of four) and B2 (7 or 8 hrs.)
History of Western Civilization B1-2 (6 hrs.)
Modern Society B101-102 (6 hrs.)
World Issues B 105 (3 hrs.)
The Arts B1-2, B101-102 (12 hrs.)
Knowledge and Values B151-152 (6 hrs.)
Introduction to Exposition B1 (3 hrs.)
Effective Speech B1 (3 hrs.)
Physical Education B1, B2, B3, B4 (4 hrs.) (See P.E. p. 83)
2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field under the individual supervision of the appropriate faculty member.
5. The successful completion of 124 semester hours.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

A student will be excused from taking any of the required courses in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

SPECIAL NOTE

Several changes will be introduced into the Chatham curriculum beginning with the fall semester, 1963-1964. Although none of the courses currently listed in the Basic Curriculum will be dropped from the program, some element of choice will be introduced.

Within the framework of the Basic Curriculum, the student will be required to take:

Social Sciences: Twelve hours of course work selected from the courses in the Basic Curriculum in the Social Sciences. Selection can be made from courses in The History of Western Civilization, Modern Society, World Issues and new courses to be developed which will be in keeping with the aims and objectives of the Basic Curriculum.

Humanities: Fifteen hours of course work including nine hours in the Arts Course, three in Knowledge and Values, and three hours to be chosen from other courses in the Basic Curriculum in the Humanities.

Natural Sciences: Twelve hours of course work to be selected from courses in the Basic Curriculum in the Natural Sciences. Selection can be made from specially designed courses in Psychology, Biology, Astronomy, Chemistry, and Mathematical Physics.

The requirements for graduation will then be modified to substitute the Basic Curriculum requirements listed above for those listed under the first requirement for graduation on page 37. All other requirements for graduation remain the same.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are offered major work in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the section presenting its courses. To the general requirements for graduation and to the requirements of the

department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

H O N O R S

At a special Honors Convocation each fall, honors are announced for the senior, junior and sophomore classes.

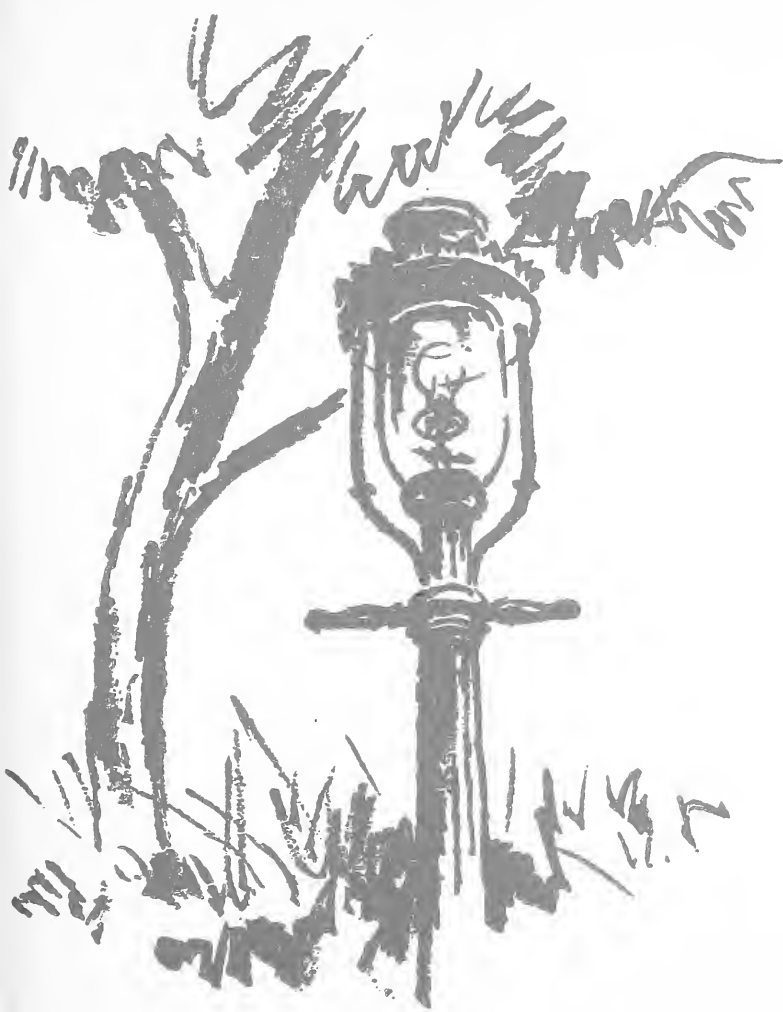
Honors are granted at graduation as follows:

High Honors: a cumulative average of 3.75 or above

Honors: a cumulative average of 3.40 to 3.74

D E A N ' S L I S T

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

THE CHATHAM COLLEGE CURRICULUM

FRESHMEN			SOPHOMORES			JUNIORS			SENIORS		
INTRODUCTION TO EXPOSITION 3 hours			HISTORY OF WESTERN CIVILIZATION 6 hours			THE ARTS (Cont.) 6 hours			KNOWLEDGE AND VALUES (Cont.) 3 hours		
EFFECTIVE SPEECH 3 hours			MODERN SOCIETY 6 hours			THE ARTS (Cont.) 6 hours			TUTORIAL 6 hours		
WORLD ISSUES 3 hours			ELECTIVES			ELECTIVES			ELECTIVES		
HUMAN DEVELOPMENT AND BEHAVIOR 3 hours			NATURAL SCIENCE 7 or 8 hours			PHYSICAL EDUCATION 2 hours			ELECTIVES		
PHYSICAL EDUCATION 2 hours			ELECTIVES			ELECTIVES			ELECTIVES		

The titles of all courses in the Basic Curriculum are given above. All students take these unless exempted by examination. Elective courses are chosen by the student in terms of her individual interests, aspirations and capacities. Please see also Requirements for Graduation, Pg. 37.

Description of Courses

BASIC CURRICULUM

AREA I

HUMAN DEVELOPMENT AND BEHAVIOR

B1. The origin, maturation, and optimal development of the bodily structures and functions which underlie human health and behavior. The exploration of basic psychological principles and patterns of development from conception through old age to death. The objective is to enable the student to understand biological and psychological development and to meet effectively the typical problems involved in her physical, social, emotional, and intellectual development. Three credits. Mr. Hood, Mr. Loiselle and Mrs. Martin.

AREA II

NATURAL SCIENCES

B1. ASTRONOMY. An introduction to man's knowledge of the physical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way and the universe of galaxies will be treated. Three recitations and a two-hour laboratory period per week. Four credits. Mr. de Jonge.

B1. BIOLOGY. A study of the principles revealed by living organisms—their plan and structure, their functions, relationships and adaption to their living and non-living environment. Three recitations and a two-hour laboratory per week. Four credits. Miss Barish, Mrs. Doeg, and Mrs. Martin.

B1. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory per week. Four credits. Mrs. Mohilner and Mr. Wallace.

B1. PHYSICS. A study of elementary theory and application of mechanics, heat, and sound. Three recitations and a two-hour laboratory per week. Four credits. Miss Trammell.

Note: The B1 requirement fulfilled with the completion of Mathematics 7 or Physics 7 (identical course):

ELEMENTARY MATHEMATICAL PHYSICS I. Three recitations and a two-hour laboratory per week. Three credits.

B2. THE HISTORY AND PHILOSOPHY OF SCIENCE. Lectures and discussion on the nature and development of scientific thinking, on selected basic concepts in contemporary science, and on the cosmological interpretations of nature in western thought. Four credits. Miss Barish and Mr. Hayes.

AREA III

SOCIAL RELATIONSHIPS

B1-2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Andrews, Mr. Borsody, Mr. Griffith, and Mr. Savage.

B101-102. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits each semester. Mr. Keefe and Mr. Ossman.

B105. WORLD ISSUES. The purpose of this three-hour semester course is to analyze selected problems of world-wide significance. The specific problems discussed are organized within the general categories of the process of modernization, the threat of totalitarianism, nationalism and imperialism, and the Cold War. Three credits. Mr. Chastain.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior Philosophy

course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a year of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mrs. Brown, Mr. Caplan, Mr. Cummins, Miss Eldredge, Mrs. Evanson, Mr. Kola, Mr. Schaefer, Mr. Solomon, Mr. Taylor, Mr. Wenneker, and Mr. Wichmann.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason and the nineteenth century romantic movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151-152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments. Mr. Arnett, Mr. Hayes, and Miss Taylor.

B151. Sophomore year. Three credits either semester.

B152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 71.

B1. INTRODUCTION TO EXPOSITION. The course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write correctly. Literary materials are examined not for their own sake, but as examples of effective writing. Three credits either semester. English Faculty.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits first or second semester. Mrs. Evanson and Mr. Wenneker. (Speech 10 may be substituted.)

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Blayden, Mrs. Duggar and Miss Katherine Gianoutsos.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order. Courses numbered under 100 are open to freshmen. Generally odd-numbered courses are first semester offerings; even-numbered courses, second semester offerings.

The letter B preceding a course indicates a course in the Basic Curriculum.

If the numbers of a year course are joined by a hyphen — as French 1-2 — the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma — as Art 3,4 — the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances,

prerequisites may be fulfilled by examination.

The college reserves the right to withdraw any course which is not elected by at least six students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

A R T

Students majoring in Art must take a minimum of thirty-four hours in the department including the tutorial in Art. The Arts course is not considered part of the major. All students majoring in Art will take Art 1, 2, Art 5, 6 and six hours of Art History. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 7, 8, 17, 18 or Art 9, 10, 19, 20
It is expected that each major will be able to take six more hours in the alternate studio courses and/or Art History.

ART HISTORY AND CRITICISM

Six more hours of Art History
Six hours of History 101, 102, 111, 112
It is expected that each major will be able to take Philosophy 109.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

Note: Courses may be taken in any sequence, but it is expected that students will complete Art 1 through 6 before going on to further studio work.

1, 2. **DRAWING.** The use of various drawing media and material as related to object, landscape and life drawing. The fundamentals of perspective and simple anatomy. Two credits each semester. Mr. Kola

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester. Mr. Caplan.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting and subjects of the student's own initiation. Three credits each semester. Mr. Kola.

9, 10. DRAWING AND SCULPTURE. The execution of compositional problems and figure studies in clay, stone and/or wood. Three credits each semester. Mr. Caplan.

15, 16. ADVANCED DESIGN. The application of two-dimensional and three-dimensional principles to the specific material and functional limits of graphics and ceramics. Three credits each semester. Mr. Caplan.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include water-colors, tempera, and encaustics. Three credits each semester. Mr. Kola.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester. Mr. Caplan.

31. MEDIEVAL AND RENAISSANCE ART. Painting, sculpture, and architecture in Europe from 1000 to 1550 A.D. The evolution from medieval attitudes toward a Renaissance point of view with emphasis on particular painters. Three credits, first semester. Mr. Schaefer. 1962-63.

32. NORTHERN EUROPEAN PAINTING. A study of the Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style; and the continuing "Gothic" impulse. Three credits, second semester. Mr. Schaefer. 1962-63.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers in two problems; the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester. 1963-64.

134. PROBLEMS IN TWENTIETH CENTURY CRITICISM. Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester. 1963-64.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester. Art Faculty.

141A, 142A. LATIN AMERICAN ART. Three credits each semester. Mr. Schaefer. 1962-63.

203-204. TUTORIAL. The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in Biology take Biology B1, which is prerequisite to all other biology courses with the exception of Biology 112, and twenty-six hours of biology including six hours of tutorial. Another laboratory science, languages, and mathematics are highly recommended.

B1. BIOLOGY. See Basic Curriculum, page 46.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1962-63.

8. **COMPARATIVE VERTEBRATE ANATOMY.** A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. 1963-64.
- 9, 10. **PLANT SCIENCE.** A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. Mrs. Martin. 1962-63.
101. **GENERAL BACTERIOLOGY.** The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, distribution, and importance to man. Two lectures and four hours of laboratory. Four credits, first semester. 1963-64.
107. **HISTOLOGY.** The macro- and microscopic study of prepared tissues. Two lectures and four hours of laboratory. Four credits, first semester. Mrs. Doeg. 1962-63.
108. **MICROTECHNIQUE.** The preparation and interpretation of tissues by microscopic examination. Two lectures and four hours of laboratory. Four credits, second semester. Mrs. Doeg. 1962-63.
109. **GENETICS.** A study of the principles and cytological mechanisms of inheritance in plants and animals; problems and methods of analysis peculiar to human heredity and to the relationship between genetics and organic evolution. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits), first semester. Miss Barish. 1962-63.
110. **VERTEBRATE EMBRYOLOGY.** The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester. 1963-64.
112. **EDUCATION CONCERNING MARRIAGE.** Discussion of the social, physical, psychological, economic, legal, and ethical aspects of marriage. This course is not credited toward a biology major. Three credits, second semester. 1963-64.

114. **PHYSIOLOGY.** A study of the functioning of cells, tissues, and organ systems of animals. Two lectures and four hours of laboratory. Four credits, second semester. 1963-64.

115. **ECOLOGY.** A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Two or four credits, second semester. Mrs. Martin. 1962-63.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester. Biology Faculty.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry B1, Chemistry 2, 103, 104, 105, 106, either 107 and 108 or 109-110, 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take five one-year courses in chemistry, plus Chemistry 201-202 and 203-204; physics and mathematics through calculus. German 1, 2, 3 and 4 are also required.

B1. **CHEMISTRY.** See Basic Curriculum, page 46.

2. **INORGANIC CHEMISTRY.** A detailed study of the metallic and non-metallic elements and their compounds including theory involved. Two lectures, one recitation, and one one-hour laboratory per week. Four credits, second semester. Mrs. Mohilner.

103. **QUALITATIVE ANALYSIS.** Theory and laboratory practice involving the separation and identification of anions and cations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, first semester. Mrs. Mohilner.

104. **QUANTITATIVE ANALYSIS.** The theory and practice of gravimetric and volumetric analysis including precipitation, acidimetry, alkalimetry and oxidation-reduction determinations. Prerequisite: Chemistry 2. Two lectures and six hours of laboratory. Four credits, second semester. Mrs. Mohilner.

105. **ORGANIC CHEMISTRY.** A study of the preparations, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 2. Two lectures, one recitation, and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. **ORGANIC CHEMISTRY.** Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation, and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. **ADVANCED QUANTITATIVE ANALYSIS.** Atomic (electronic) structure of the elements, types of bonding and relation of these to the properties of elements and compounds. Non-aqueous systems. Nuclear chemistry. Prerequisite: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, first semester. Mrs. Mohilner.

108. **BIOCHEMISTRY.** Study of carbohydrates, fats, proteins, and of animal metabolism including the analysis of body fluids, tissues, and catabolic products. Prerequisite: Chemistry 104 and 106. Two lectures and six hours of laboratory. Four credits, second semester. Mr. Wallace.

109-110. **PHYSICAL CHEMISTRY.** Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 104, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and three hours of laboratory. Four credits each semester. Miss Trammell.

141, 142. INDEPENDENT STUDIES. For the exceptional student, an opportunity to study the subject matter of a course not regularly included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 and the permission of the department. Three credits each semester. Chemistry Faculty.

201-202. TUTORIAL. Required of juniors majoring in chemistry. One credit each semester. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Two credits each semester. Eight hours of laboratory each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in Drama and Speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 7, 8 or Speech 10 with permission of the Department Chairman; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108; and the tutorial. The student interested in Speech may substitute Speech 8 for a semester of Drama. Effective Speech B1 is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. Second semester: an introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to first year students. Three credits each semester. Mrs. Ferguson. 1963-64.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to first year students with permission of the instructor. Three credits each semester. Mrs. Evanson. 1962-63.

101-102. **DIRECTING.** A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Mr. Wenneker. 1963-64.

103, 104. **DRAMATIC CRITICISM.** The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis and critical writing. Three credits each semester. Mrs. Ferguson. 1963-64.

107. **EARLY EUROPEAN DRAMA;** 108. **MODERN EUROPEAN DRAMA.** Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. Mr. Wenneker. 1962-63.

120, 121. **THEATRE WORKSHOP.** Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester. Drama Faculty.

141, 142. **INDEPENDENT STUDIES.** Three credits each semester. Drama and Speech Faculty.

203-204. **TUTORIAL.** Three credits each semester. Drama and Speech Faculty.

Speech

1. See **EFFECTIVE SPEECH B1** under Basic Curriculum, page 49.

ORAL COMMUNICATION. A course designed to improve the student's own speech, to help her recognize speech problems, and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Mrs. Evanson. 1963-64.

8. **GROUP COMMUNICATION.** A study of materials and techniques for group leadership. Discussion, group reading, improvisation, and creative dramatics form the basis for work in the class and for practice situations with community groups. Prerequisite: Speech B1, or permission of the instructor. Three credits, second semester. Mrs. Evanson. 1963-64.

10. **ADVANCED SPEECH.** Further work in Speech for students who have exempted Speech B1 or who wish to continue Speech after Speech B1. Advanced panel discussion, debate, and individual speeches will be used to help the student toward a personal, persuasive style of delivery. Three credits, second semester. Mr. Wenneker. 1962-63.

ECONOMICS

Students majoring in economics take Economics 103, 104, 109, 119, 120, 203-204 and two of the following: Economics 111, 113, 114. Statistics and/or mathematics is recommended. Courses in other fields will be chosen according to the candidate's special interests after consultation with the chairman of the department.

103. **THE AMERICAN ECONOMIC SYSTEM.** The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, economic cycles, investment, taxation government policy, and the international economy. Three credits, first semester. 1963-64.

104. **THE AMERICAN ECONOMIC SYSTEM.** A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy, and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit, and the cooperative movement. Three credits, first semester. Mrs. Eapen. 1962-63.

109. **MONEY AND BANKING.** The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central

banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester. 1963-64.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Mr. Ossman. 1963-64.

113. **GOVERNMENT AND THE ECONOMY.** An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, first semester. Mr. Ossman. 1962-63.

114. **INTERNATIONAL ECONOMICS.** The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Prerequisite: Economics 103. Three credits, second semester. Mrs. Eapen. 1962-63.

116. **COMPARATIVE ECONOMIC SYSTEMS.** An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism and analyzes its legal framework, technique, business management, and social functions. The Soviet system, Fascism, and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. Mrs. Eapen. 1962-63.

119, 120. **HISTORY OF ECONOMIC PHILOSOPHY.** The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. 1963-64.

203-204. **TUTORIAL.** Three credits each semester. Economics faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

In Pennsylvania, the minimum education requirements for the college provisional certificate for secondary school teaching are eighteen semester hours including Education 181, 182, 190, 197, and 199. In addition, it is necessary to have completed at least eighteen semester hours in each subject in which the student wishes to be certified to teach. United States history with emphasis on the history of Pennsylvania (History 161) is required for all teachers in the public schools of the state. This requirement is in addition to the other requirements for a major program.

Students interested in preparation for teaching in art or music require the approval of both the major department and the Education Department.

Students preparing to teach on the elementary level are required to take Education 181, 186, 187, 188, 195, and History 161 (United States history with emphasis on the history of Pennsylvania). They are urged to acquire simple piano skills if they do not already possess them.

181. THE TEACHING ENTERPRISE. Orientation and introduction to education is provided through a general descriptive overview of the field of American education and such materials in the area of educational psychology as the relation of principles of growth and development to the learning process and the procedures in classroom management and control. Three credits, first semester. Secondary and elementary certification. Mr. Knolle.

82. **THE TEACHING ENTERPRISE.** Study of the history and philosophy of education, principles of guidance and pupil personnel work, and evaluation. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Secondary certification. Mr. Knolle.

86. **CURRICULUM AND TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to language arts, which include reading, writing, speaking and listening. Three credits, second semester. Elementary certification. Mrs. Hill.

87. **GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to social studies and children's literature. Three credits, first semester. Mrs. Hill.

88. **GENERAL AND SPECIFIC TEACHING METHODS ON THE ELEMENTARY LEVEL.** The principles of elementary education, curriculum construction, methods and materials including the use of audio-visual aids. Particular emphasis is given to arithmetic, science, health, curriculum construction and evaluation. Three credits, second semester. Mrs. Hill.

90. **GENERAL AND SPECIFIC TEACHING METHODS ON THE SECONDARY LEVEL.** Principles of secondary education, curriculum construction, methods and materials including the use of audio-visual aids. The course provides a well-rounded preparation for student teaching in various fields. Particular emphasis is given to guided observation in the public schools. Three credits, second semester. Mr. Knolle.

95. **ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on the elementary level in a public school under the guidance of an experienced cooperating teacher and the staff of the Education Department. Frequent conferences and critiques. Six credits, first semester. Mrs. Hill.

97. **SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on both

the junior and senior high levels in a public school under the guidance of an experienced cooperating teacher and the staff of the Education Department. Frequent conferences and critiques. Six credits, first semester. Mr. Knolle.

199. SEMINAR FOR SECONDARY SCHOOL TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, sociologically, and through practical observation. Three credits, first semester. Mr. Knolle.

203-204. TUTORIAL. Three credits each semester. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. English B1 is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing (131, 133, 134 or 135), one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered through 106; 111A *before* all specialized courses numbered through 118; 121A *before* all specialized courses numbered through 124.

B1. INTRODUCTION TO EXPOSITION. See Basic Curriculum, Page 49.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Studies in twentieth century literature of man's attempt to come to grips with reality—with himself, with deity, society, the life force. Emphasis is placed upon the interrelationship of content and form whether it be in novel, poem, or play. For freshmen only. Three credits second semester. Mr. Cummins.

101A. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the

death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, second semester. Miss Eldredge.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, first semester. Miss Eldredge. 1962-63.

104. CHAUCER. The minor poems and *Troilus and Criseyde*, as well as *The Canterbury Tales*, with attention to English culture of the medieval period. Three credits, second semester. Miss McGuire. 1962-63.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Three credits each semester. Miss Eldredge.

111A. ENGLISH LITERATURE FROM MILTON THROUGH THE ROMANTIC ERA, 1616 THROUGH 1832. Significant works in the development of English literature from Milton through the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Three credits, first semester. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits, first semester. 1963-64.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. Mr. Cummins. 1962-63.

118. THE ROMANTIC WRITERS. Chief writers of the Romantic movement: Blake, Burns, Wordsworth, Coleridge, Keats, Byron and

Shelley, with some attention to the prose writers of the period. Three credits, first semester. 1963-64.

121A. ENGLISH LITERATURE, 1832-1900. Works representative of important cultural developments of the period from Arnold to Pater. Three credits, second semester. Mr. Solomon.

122. THE VICTORIAN POETS. Intensive reading in the major poets of the period from Tennyson and Browning to Hardy. Three credits, first semester. Mr. Solomon. 1962-63.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, second semester. 1963-64.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial Period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Eliot, and Faulkner. Three credits each semester. Miss McGuire. Note: 125 omitted 1962-63.

128. TWENTIETH CENTURY WRITERS. Close reading of the poetry and fiction of the following English and American writers: Yeats, Joyce, D. H. Lawrence, Faulkner, Eliot, Dylan Thomas, and Wallace Stevens. Three credits, second semester. Note: Omitted 1962-63.

131. ADVANCED EXPOSITION. Advanced composition, both descriptive and expository, with emphasis on denotation and connotation on phrasing and sentence structure, and on the organization of large writings. Three credits, second semester. Mrs. Brown.

133, 134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and experimental types of writing. Three credits each semester. One semester offered in alternate years. Omitted 1962-63.

135. LITERARY CRITICISM. Fundamental principles for judging literature, from Plato and Aristotle to the present. Related study of ap

appropriate literary works and the writing of original papers as illustration of critical principles. Three credits, first semester. Mrs. Brown.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FRENCH

See Modern Languages, page 71.

GERMAN

See Modern Languages, page 73.

GREEK

1-2. BEGINNING GREEK. Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester. Mr. McCulloch.

3-4. INTERMEDIATE GREEK. Xenophon: *Anabasis*; Plato: *Apologia*, *Crito*, and *Phaedo*. Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester. Mr. McCulloch.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be

aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

B1-2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 47.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. 1964-65.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. 1964-65.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature and the arts of the period. Three credits, first semester. 1963-64.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and the arts of the period. Three credits, second semester. 1963-64.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of the Reformation to the Peace of Utrecht. The course includes political, religious, economic, and social, as well as intellectual developments. Three credits, first semester. Mr. Savage. 1962-63.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of the Enlightenment, the rise of Prussia and Russia, the French Revolution, and the Napoleonic period. Three credits, second semester. Mr. Savage. 1963-64.

114A. SEMINAR: PROBLEMS IN EIGHTEENTH CENTURY EUROPE. Three credits, second semester. Mr. Savage. 1962-63.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester. Mr. Borsody. 1962-63.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester. Mr. Borsody. 1962-63.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture out of Celtic and Anglo-Saxon origins through the 18th century. Major attention is given developments consequent to the Tudor Era, including the First British Empire, with appropriate emphasis upon social, economic, and intellectual as well as political change. Three credits, first semester. 1963-64.

132. HISTORY OF MODERN BRITAIN, THE EMPIRE, AND THE COMMONWEALTH. The continuing development of British institutions and culture through the 19th and 20th centuries. Domestic political reform, economic and social change, intellectual ferment, and the rise, decline and transformation of the empire are emphasized. The conclusion stresses evaluation of the British contribution to and role in contemporary civilization. Three credits, second semester. 1963-64.

151. HISTORY OF CZARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Mr. Borsody. 1962-63.

152. HISTORY OF SOVIET RUSSIA. The crisis of Czarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1962-63.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. 1963-64.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865 giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. 1963-64.

181, 182. HISTORY OF LATIN AMERICA. Spanish and Portuguese exploration, colonization, and institutional development during the colonial period; achievement of independence by the colonies, formation of the republics, growth of nationalities, and international relationships. Three credits each semester. Mr. Kinnaird. 1962-63.

191, 192. THE WEST IN UNITED STATES HISTORY. A study of the West as a frontier and region from the Atlantic seaboard to the Pacific and from the seventeenth century to the present. Three credits each semester. Mr. Kinnaird. 1962-63.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

L A T I N

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirements in Latin. Three credits each semester.

M A T H E M A T I C S

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 7, 8, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. Any student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Introduction to probability. Applications to the natural and social sciences. Prerequisite: At least two years of college preparatory mathematics. Three credits, second semester. Mr. Beck.

7. ELEMENTARY MATHEMATICAL PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force in static and kinetic systems. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester. Miss Trammell and Mr. Beck.

8. **ELEMENTARY MATHEMATICAL PHYSICS II.** A continuation of Elementary Mathematical Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester. Miss Trammell and Mr. Beck.

10. **ELEMENTARY STATISTICS.** Statistical measures and distributions. Enumeration of alternatives. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, first semester. Mr. Beck.

101. **ANALYTIC GEOMETRY AND CALCULUS II.** Calculus of inverse trigonometric, exponential, and logarithmic functions. Antidifferentiation. Conics. Transformations of coordinate systems. The Riemann-Stieltjes integral. Antidifferentiation techniques. Applications. Three credits, first semester. Mr. Beck.

102. **ANALYTIC GEOMETRY AND CALCULUS III.** Derivative equations of second order. Sequences and series. Improper integrals. Analytic geometry of space of more than two dimensions. Calculus of functions defined for ordered pairs and triples of real numbers. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck.

105. **INTRODUCTION TO MODERN ALGEBRA.** Algebraic systems. Selections from the theory of numbers and the theory of equations. Matrices and determinants. Prerequisite: Mathematics 8. Three credits, first semester. Mr. Beck. 1962-63.

106. **HISTORY AND PHILOSOPHY OF MATHEMATICS.** Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101. Three credits, second semester. Mr. Beck. 1962-63.

107. **ADVANCED GEOMETRY.** Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 102. Three credits, first semester. 1963-64.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester. Mr. Beck.

203-204. TUTORIAL. Three credits each semester.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 is a prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 14.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the four following conditions:

1. Four years of the same foreign language in secondary school.
2. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
3. Two years of the same foreign language in college.
4. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A language laboratory equipped with phonographs, Magneticon recording units, and other materials is at the disposal of all students who wish to improve pronunciation and ability to converse in foreign languages. Laboratory work with native speakers will be required of majors and those who are deficient in good pronunciation and is recommended for all students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. McLaren and Mr. Harter.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester. Mr. Friedman.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren.

103, 104. CONVERSATION AND COMPOSITION. An advanced course of two semesters in sequence emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. First semester, Mr. McLaren. Second semester, Mr. Friedman.

105. PHONETICS. An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester. Mr. Friedman.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. First semester: The classic theatre. A study of the comedies and tragedies of Corneille, Racine and Moliere. Second semester: Prose and poetry of the classic age. A study of the works of La Rochefoucauld, La Bruyere, La Fontaine, etc. Prerequisite: French 101, 102. Three credits each semester. Mr. Friedman. 1962-63.

109, 110. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester. 1963-64.

112. LITERATURE OF THE NINETEENTH CENTURY. The main literary schools in prose and poetry with emphasis on the Romantic. Parnassian and Symbolist poets from Lamartine through Leconte de Lisle and Baudelaire to Mallarmé. Prerequisite: French 101, 102. Three credits, second semester. 1963-64.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valéry; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, Bernanos, and Camus. Prerequisite: French 101, 102. Three credits each semester. Mr. McLaren. 1962-63.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: French 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novel in the Nineteenth Century

B—Literary Theory and Criticism from Boileau to Sartre.

C—Literature of the French Renaissance.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Mr. Lo Cicero.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Mr. Lo Cicero.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to

the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied*, the Court Epic, and the classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester. Mr. Lo Cicero.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. 1963-64.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester. Mr. Lo Cicero. 1962-63.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Lo Cicero.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester. Mr. Lo Cicero. 1962-63.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A — The Novelle in German Romanticism.

B — The Drama in the Nineteenth Century.

C — Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL. Three credits each semester. Mr. Lo Cicero.

R U S S I A N

1-2. **BEGINNING RUSSIAN.** Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Mrs. Lehrman.

3, 4. **INTERMEDIATE RUSSIAN.** Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester. Mrs. Lehrman.

S P A N I S H

1-2. **BEGINNING SPANISH.** The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Harter.

3, 4. **INTERMEDIATE SPANISH.** Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Mr. Harter.

101, 102. **SURVEY OF SPANISH LITERATURE.** An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on 19th and 20th century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement test. Three credits each semester. Mrs. Redick.

103, 104. **CONVERSATION AND COMPOSITION.** An advanced course emphasizing: First semester, correct speech and pronunciation; second semester, free composition and translation from English texts. Prerequisite: satisfactory score on Spanish placement test and permission of department. Two credits each semester. 1963-64.

109, 110. **THE LITERATURE OF SPANISH AMERICA.** A study of the literature of Hispanic America. First semester, the Conquest, Colonial Period, and 19th century; and Second semester, the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester. Mr. Harter. 1962-63.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; and Second semester, on Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. Mrs. Redick. 1962-63.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism and Naturalism in poetry, drama and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. 1963-64.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. 1963-64.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A — Literature of the Eighteenth Century.

B — The "Caballero" and the "Picaro" in Early Spanish Literature.

C — Spanish Poetry from Its Beginnings to the Golden Age.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through performance, either in departmental recital or public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the Sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 111.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairmen of each of these departments.

MATERIALS OF MUSIC

1-2. **ELEMENTARY HARMONY.** A study of scales, intervals, elementary triadic structures in progression and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester. Mr. Wichmann.

101-102. **ADVANCED HARMONY.** Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation and keyboard skill. Three credits each semester. Mr. Taylor.

111-112. **COUNTERPOINT.** Two and three-part melodic technique, chorale ornamentation, canon, invention and elements of the fugue. Three credits each semester. First semester, Mr. Wichmann; second semester, Mr. Taylor.

HISTORY AND LITERATURE OF MUSIC

3. **BAROQUE MASTERS: BACH AND HANDEL.** A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque Period. Three credits, first semester. Mr. Malfatti. 1962-63.

4. **SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY.** A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Mr. Malfatti. 1962-63.

103. **THE GOLDEN AGE OF CHORAL POLYPHONY.** The choral tradition of the sixteenth century presented through the work of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. 1963-64.

104. **CONTEMPORARY EUROPEAN MUSIC.** A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. 1963-64.

113. **OPERA FROM MONTEVERDE TO THE PRESENT.** An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. 1963-64.

114. **MUSIC IN THE AMERICAS.** The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Mr. Wichmann. 1962-63.

117. **THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT.** A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. Mr. Taylor. 1962-63.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. 1963-64.

121-122. **HISTORY OF FORM.** The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Mr. Taylor.

125, 126. **ADVANCED PROBLEMS IN MUSIC.** Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. **TUTORIAL.** The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. **APPLIED MUSIC.** (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mr. Spinelli.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

E N S E M B L E

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. $\frac{1}{2}$ credit each semester. Mr. Malfatti.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber. Ensemble. $\frac{1}{2}$ credit each semester. Mr. Stolarevsky.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in Philosophy and Religion including Philosophy B151-152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in Religion.

PHILOSOPHY

B151-152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. Mr. Hayes. 1962-63.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. Miss Taylor. 1962-63.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Mr. Hayes. 1962-63.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. Mr. Arnett. 1962-63.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. 1963-64.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Mr. Arnett. 1962-63.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester. 1963-64.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey and others. Three credits, second semester. 1963-64.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. 1963-64.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

RELIGION

1. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, first semester. Mr. Eutsler. 1962-63.

2. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits, second semester. Mr. Eutsler. 1962-63.

3. JUDAISM AND CHRISTIANITY IN AMERICA. A study of Judaism, Roman Catholicism, Protestantism, and the sects in their American setting, with special attention to the inter-relationships between religion and culture, church and society, theology and polity. Three credits, first semester. Mr. Eutsler. 1962-63.

4. WORLD RELIGIONS. An introductory study of the great living religions of the world, apart from Judaism and Christianity. Primitive religion, Hinduism, Buddhism, Confucianism, Taoism, and Islam will be examined in their historical, sociological, literary, and religious aspects. Three credits, second semester. Mr. Eutsler. 1962-63.

112. **CHRISTIAN ETHICS.** A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits, first semester, 1963-64.

113. **RELIGIOUS EXISTENTIALISM.** A critical examination of the thought of major religious existentialist thinkers as well as an examination of non-religious existentialists on religious thought. Prerequisite: Philosophy B151. Three credits, first semester, 1963-64.

141. **INDEPENDENT STUDIES.** A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, one semester, by arrangement. Mr. Eutsler.

See also Anthropology 121. **SEMINAR: PRIMITIVE RELIGIONS**, page 93.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters of work in physical education. One semester must be taken in the area of Dance and one semester in the area of Aquatics. The area of Aquatics may be exempted by a performance test. The remaining two credits may be elected from the other departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for B63, B64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

AQUATICS. Each course is of one semester's duration and carries one credit. Mrs. Blayden.

- 51 — Swimming (Beginning)
- 52 — Swimming (Intermediate)
- 54 — Life Saving (Red Cross Senior)
- 55 — Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit. Mrs. Duggar.

- 40—Basic Dance
- 41—Folk Dance
- 44—Modern Dance (Beginning)
- 45—Modern Dance (Intermediate)

SPORTS. Each course is of seven and one-half weeks' duration and carries $\frac{1}{2}$ credit. When the course number is followed by an "S," it is one semester's duration and carries one credit. Mrs. Blayden and Miss Katherine Gianoutsos.

- | | |
|---------------------------|--------------------------|
| 11—Archery | 22—Tennis |
| 13—Badminton | 23—Tennis (Intermediate) |
| 15—Bowling | 31—Basketball |
| 16—Fencing | 33—Hockey |
| 17—Fencing (Intermediate) | 35—Softball |
| 18—Golf | 37—Volleyball |
| 18S—Golf | 39—Officiating |

ADAPTED ACTIVITIES. This course (B63, B64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

- Body Mechanics
- Recreational games and activities
- Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in all sports and aquatics.

PHYSICS

B1. PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism, and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Miss Trammell.

7. ELEMENTARY MATHEMATICAL PHYSICS I. (Identical with Mathematics 7). See Page 69.

8. ELEMENTARY MATHEMATICAL PHYSICS II. (Identical with Mathematics 8). See Page 70.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester. 1963-64.

103. AMERICAN GOVERNMENT. A study of American government—national, state, and local. Three credits, first semester. 1963-64.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental

relations, home rule for cities, problems of metropolitan areas and interstate relations. Three credits, second semester. Omitted 1962-63.

110. **CONSTITUTIONAL LAW.** This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. Mr. Ossman. 1962-63.

111. **INTERNATIONAL RELATIONS.** The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester. 1963-64.

112. **UNITED STATES FOREIGN POLICY.** An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester. 1963-64.

113. **SOCIAL PHILOSOPHY.** (Identical with Philosophy 105.) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. 1963-64.

115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, first semester. Mr. Keefe. 1962-63.

116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which

shape legislative decisions. Three credits, second semester. Mr. Keefe. 1962-63.

118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic, and cultural organizations. Three credits, second semester. 1963-64.

120. **GOVERNMENT AND THE ECONOMY.** (Identical with Economics 113). An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, first semester. Mr. Ossman. 1962-63.

125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization, and functions of the governments of the principal countries of the world. Three credits, second semester. 1963-64.

131, 132. **SEMINAR IN AMERICAN POLITICS.** Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Three credits each semester. 1963-64.

131A. **SEMINAR: AMERICAN FOREIGN POLICY.** A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the military and economic means available for the pursuit of national objectives. Permission of instructor. Three credits, second semester. Mr. Chastain. 1962-63.

135. **AMERICAN POLITICAL THEORY.** An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, first semester. Mr. Chastain. 1962-63.

141. **INDEPENDENT STUDIES.** An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, second semester. 1963-64.

203-204. **TUTORIAL.** Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of twenty-nine hours in the department, including Psychology 101, 102, 103, 105, 132 and 203-204.

101. GENERAL PSYCHOLOGY. A general introduction to the scientific study and understanding of the behavior of organisms. Three credits either semester. Mr. Lackner.

102-103. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques and experimental design utilized in psychology. Experiments in the various areas of general psychology will be performed by the student. May be elected only with permission of the instructor. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 101. Three credits each semester. Mr. Hood.

105. ELEMENTARY STATISTICS. Three credits, first semester. See Mathematics 10.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits, first semester. Mr. Lackner.

108. THEORETICAL PROBLEMS OF LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester. 1963-64.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101 or Sociology 103 or consent of instructor. Three credits, second semester. Mr. Hood.

113. THEORIES OF PERSONALITY. A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved directly or indirectly from this view. Whenever possible original source material will be used. Three credits, first semester. Mr. Loiselle. 1962-63.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology 101 and permission of the instructor. Three credits, first semester. Mr. Lackner.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology B1 or Psychology 101. Three credits, second semester. Mr. Loiselle. 1962-63.

132. SEMINAR. Course varies from year to year emphasizing a single area of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities utilized. Required of juniors. Two credits, second semester. Mr. Lackner.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special interest to the student. Prerequisite: Psychology 113 and permission of the department. Three credits each semester. Psychology Faculty.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology 101 and 102. Three credits, first semester. Mr. Hood. 1962-63.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

Russian

See Modern Language, page 75.

Spanish

See Modern Language, page 75.

SOCIOLOGY AND ANTHROPOLOGY

In addition to introductory Sociology 103, 24 hours in sociology courses and a tutorial are required for a major. The required courses in addition to Sociology 103 include Sociology 106, 130, 131 and Anthropology 101 or 102 and the tu-

torial. Sociology students must also take Statistics (Mathematics 10) preferably in their sophomore or junior year in order to handle statistical materials in their tutorials.

Majors are also requested to take Economics 103 and either Political Science 103 or Psychology 101 in order to have a wide basis for understanding social phenomena.

Sociology 103 is a prerequisite for all other courses in Sociology. Sociology courses 103, 106, and 108 and Anthropology 101 and 102 are open to underclass students. Other courses are open only to juniors and seniors except by the permission of the instructor.

Sociology

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life with special emphasis upon social interaction. Social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits, either semester. First semester, Miss Elliott. Second semester, Mr. Friedman.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community, and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism, and war. One third of the course time will be devoted to a seminar in social problems. The class will be divided into small units for the seminars. Field trips. Three credits, second semester. Miss Elliott.

108. URBAN COMMUNITY. The characteristic patterning of the contemporary urban community through the world and especially in the United States. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic, and political nature. An analysis of the units of community organization. Firsthand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. 1963-64.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. 1963-64.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and nonformal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revivals, political movements, revolutions. Students will visit political rallies and other group phenomena which partake of mass behavior. Three credits, first semester. Miss Elliott. 1962-63.

116. **INDUSTRIAL SOCIOLOGY.** A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industry with other institutions. Three credits, second semester. Mr. Friedman. 1962-63.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing aspects of juvenile delinquency. The Juvenile Court. Theories of delinquency. Current research as to the nature of factors in delinquency and their subsequent adjustment. Clinical and institutional treatment and probation work. Preventive projects in delinquency. Field trips to juvenile institutions. Three credits, second semester. Miss Elliott. 1962-63.

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Primitive crime. Modern crime. Statistics with reference to crime and criminals. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction, and the treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. 1963-64.

122. **HUMAN ECOLOGY** Human behavior in relation to social environment and natural resources with special emphasis upon population distribution. The changing rural population. The patterning of urban, metropolitan, and satellite cities. Ecological processes. Special types of communities and factors in their growth and development. Three credits, first semester. Mr. Friedman. 1962-63.

123. **POLITICAL SOCIOLOGY.** Sociological analysis and theories of political activity with major emphasis on the United States with some consideration of European developments. Political institutions in relation to other social institutions. In groups, out groups. Political conflict. Political leaders. Bureaucracy and Personality. Local community norms and political activity. Expanding areas of political activity. Problems of maintaining democracy. Three credits, first semester. Mr. Friedman. 1962-63.

130. **ADVANCED SOCIAL THEORY.** An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors, but ordinarily this course should be taken in the senior year. Three credits, first semester. 1963-64.

131. **SEMINAR: SOCIAL RESEARCH METHODS.** Scientific research techniques and their application to specific social data. Three credits, first semester. Mr. Friedman. 1962-63.

132. **SEMINAR: SOCIOLOGY OF KNOWLEDGE.** An examination of Social Theory with special reference to the sociology of knowledge. Three credits, second semester. Mr. Friedman. 1962-63.

203-204. **TUTORIAL.** Three credits each semester. Sociology Faculty.

Anthropology

101. **EARLY MAN AND SOCIETY.** Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the "urban revolution." Introduction to anthropological concepts of cultural processes. Three credits, first semester. Mr. Adelman, 1962-63.

102. **CULTURAL ANTHROPOLOGY.** Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 101 recommended but not a prerequisite. Three credits, second semester. Mr. Adelman. 1962-63.

111. SEMINAR: ASIAN COMMUNITY CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in the Far East. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, first semester. Mr. Adelman. 1962-63.

112. SEMINAR: LATIN AMERICAN COMMUNITY CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in Latin America. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, second semester. Mr. Adelman. 1962-63.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Three credits, first semester. 1963-64.

121. SEMINAR: PRIMITIVE RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, first semester. Mr. Adelman. 1962-63.

122. SEMINAR: COMPARATIVE SOCIAL ORGANIZATION. Selected problems in the cross-cultural study of the family, political organization, and social stratification. Prerequisite: Sociology 103 or Anthropology 102. Three credits, second semester. Mr. Adelman. 1962-63.

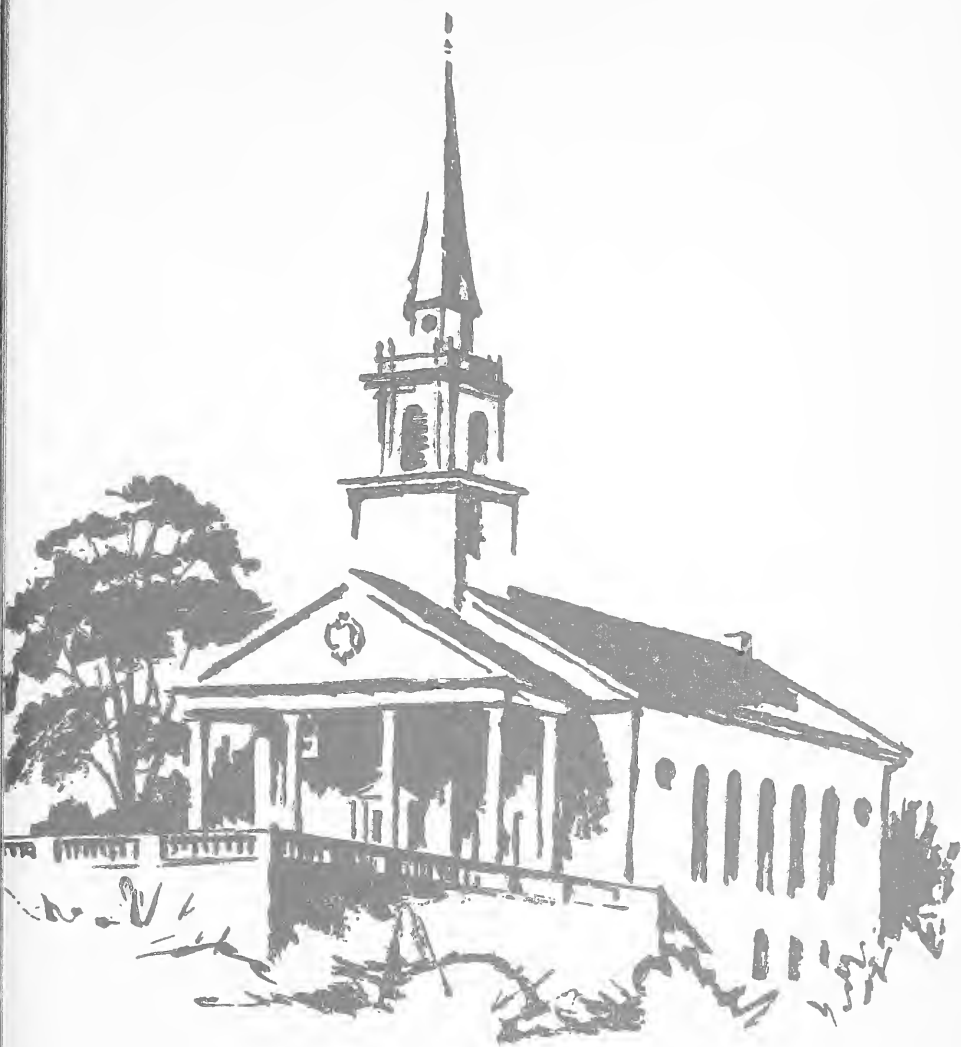
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

1, 2. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting for personal needs or for later professional purposes. Three hours each semester. No credit. Mrs. Weinberg.

3, 4. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, and with some dictation and transcription. Three hours each semester. No credit. Mrs. Weinberg.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board*. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement

Tests in December or January of the senior year in high school.

Candidates who have participated in Advanced Placement Program classes organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payment of fees, lists of examination centers, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1962-63 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 1, 1962; January 12, 1963; March 2, 1963; and May 18, 1963. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh 32, Pennsylvania, requesting an application blank.
2. Complete and return the application blank before March 1 to the Admissions Office. A processing fee of twenty dollars (\$20.00) which is not refundable must be enclosed.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with an alumnae representative. (See pages 138-141)
4. Take the College Entrance Examination Board tests, the Scholastic Aptitude Test (preferably in December) and three Achievement Tests (preferably in January), and request the Board to report the results of these tests to the college.

Upon receipt of the application from the applicant, the college will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the college by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students whose *single* college choice is Chatham is in effect at Chatham College. Well qualified applicants who apply before October 15 of the senior year in high school and whose credentials

include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in August preceding the senior year, will be granted admission as early as mid-November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings, at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions*. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Executive Dean.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a degree student. If she is accepted, regulations governing full-time students become effective, including a year's work of not less than twelve hours a semester on the senior level.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grades of E and I are substitute grades. The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Executive Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued $\frac{1}{2}$, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the normal program is considered to be 17 credits, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry 18 with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman; duplicates of these are sent to parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for a late examination is five dollars (\$5.00) per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven and one-half week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study must secure in advance of study the approval of the Committee on Academic Standing of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar preferably in early

May, not later than June 1. Six semester or nine quarter hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Sophomores may apply for admission to one of the various Junior Year Abroad programs or arrange independent work abroad. Application should be made by December 15. Applicants must have a superior academic record, give evidence of strong preparation in the language of the country concerned, and have the approval of the Executive Dean. Application blanks may be obtained from the Executive Dean.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

TRANSCRIPTS

Graduates and students are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from college. The official date of withdrawal is the date on which the authorization of withdrawal is received.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or whose continuance in college would be detrimental to her health or to the health of others or whose conduct is not satisfactory. Students of the latter group may be asked to withdraw even though no specific charge may be made against them. A social probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. The student is also advised to limit her own social activities.

The Committee on Academic Standing may place a stu-

dent on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty.

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1962-63. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

F E E S

Application for admission\$20.00
The application fee is not refundable (see page 99) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:
Comprehensive Tuition, Board and Room*\$2250.00
Student Activities Fee 40.00

\$2290.00

*The comprehensive tuition fee includes all the various charges for courses in laboratory sciences, physical education, practice teaching, applied art, stenography, typing, health fees, library fees, use of radio and practice rooms, graduation fees, etc. No additional fees will be charged except for private lessons in music (see departmental fees, page 111) and such penalty charges as the \$5 late registration fee, special examination fees, and excess breakage in laboratory courses.

Payable:

Upon acceptance	\$ 150.00
On or before opening of college in September	1140.00
On or before January 15	1000.00
	<hr/>
	\$2290.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1200.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1240.00

Payable:

Upon acceptance	\$ 150.00
On or before opening of the college in September	565.00
On or before January 15	525.00
	<hr/>
	\$1240.00

Non-degree students will be charged at the rate of \$40.00 for each semester hour scheduled.

An advance payment of \$150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the college. Unless the college has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning.

The Student Activities fee has been established by the Student Government Association and entitles each stu-

dent to a copy of the yearbook and admittance to the Winter prom, the Junior prom, college plays and concerts. It covers the Student Government Association membership fee and that of the Chatham Recreation Association. It also includes the \$3.50 subscription fee for the student paper *The Arrow*, a subscription to the *Minor Bird*, the college literary magazine and to a copy of the yearbook, the *Cornerstone*.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week\$110.00

One half-hour lesson per week\$ 55.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The College Physician charges the student for his services and the college bills the student. See Health Services, page 148.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of respectability and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the college requires, must pay a late examination fee of \$5.00.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her college work until all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

When textbooks and students' supplies are charged in the bookstore, payment is expected within thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This conveni-

ence is available through the Pittsburgh National Bank, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are: (1) financial need, (2) academic average, (3) good work performance, and (4) contribution to the community. Financial aid awards range from \$100 to \$2250 per year.

Three kinds of financial aid are offered to students with need: academic grant; guaranteed work; and loan. An academic grant is awarded only in conjunction with guaranteed work. An academic grant is a college award available to students with good academic achievement. A guaranteed work scholarship entails work responsibilities on campus and amounts from \$165 to \$250 per year. The amount of assigned work hours varies from five to nine hours per week.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Qualified freshmen may borrow up to \$300; sophomores, up to \$400; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them with a \$20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon re-application by the student and are renewed if her financial need is the same, if she maintains the required academic average, and if she has fulfilled her guaranteed work responsibilities. Applications for sophomores, juniors, and seniors are obtained from the secretary of the Financial Aid Committee in the spring of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen subject to the approval of the Committee on Financial Aid.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the college from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of Chatham College in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by the Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by the Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, President of Chatham College from 1935 to 1945.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Chatham Board of Trustees, and noted for her work in both college and civic activities.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of Chatham College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the college who is in need of financial assistance.

THE WASHINGTON, D.C., ALUMNAE CITY SCHOLARSHIP, established in 1961, provides funds for scholarship aid, preferably for a student from the club area.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the college, *Chatham College: The First Ninety Years*.

THE MARIA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE FRANI ZIMMERMAN KLINE ELEMENTARY EDUCATION SCHOLARSHIP is awarded annually to any elementary education student requiring financial aid. This scholarship was established as a memorial to the late Frani Zimmerman Kline of the Class of 1958.

SPECIAL CRITERIA SCHOLARSHIPS

THE BUREAU OF REHABILITATION OF THE COMMONWEALTH OF PENNSYLVANIA awards aid to disabled students. The extent of the assistance is dependent upon the severity of physical disability, financial need and academic standing. The college recommends candidates to the Counselor of the Bureau.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

ANNUAL AWARDS

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the college in service, character and leadership.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, '36, who died while a junior at Chatham College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in Drama and Speech.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD in recognition of the junior chemistry major with the highest academic standing.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, '55, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis of the Class of 1875. The income from this fund is used for the purchase of books in the library.

THE CORA HELEN COOLIDGE FUND was left to the college in 1932 through the will of the late Cora Helen Coolidge, former president of the college. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MACCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey of the Class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, an alumna of the Class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948. The income of the fund is to be used to enhance the educational and spiritual life of the college. It may bring visiting lecturers to the campus, facilitate faculty leaves, support new developments in personnel practices or provide for other needs to increase the effectiveness of the college's program.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of the Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by the Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of the Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by the Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, is for the purpose of bringing to the campus distinguished persons in the Arts and Sciences.





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JOHN G. FRAZER, JR.	Assistant Secretary
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EDWARD D. EDDY JR., B.A., B.D., Ph.D., LL.D. *President*
Peggy S. Clagett, Secretary

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DAVID HENDERSON, B.A., M.A., Ph.D. *Executive Dean*
Barbara Tener, Secretary

AMELIA J. BOTSARIS, B.A., M.A. *Registrar*

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BARBARA J. LEWIS, B.S., M.A. *Dean of Students*
Winifred C. Bauman, Secretary

FREDERICK B. EUTSLER, B.A., S.T.M., Ph.D. *Chaplain*
Virginia L. Newman, Secretary

ROBERT H. LOISELLE, B.A., Ph.D. *Clinical Psychologist*

MARY RITA TASCKETTA, B.A., M.A. . . . *Director of Placement and*
Head Resident, Mellon Hall

SARA L. STUMP, B.A., M.S. *Director of Residence Halls and*
Head Resident, Woodland Hall

EVE BANASIAK, B.A., M.A. *Head Resident, Language*
House—Gateway

AMELIA J. BOTSARIS, B.A., M.A. . . . *Head Resident, Dilworth Hall*

BERTHA M. TREASURE *Head Resident, Benedum Hall*

VIRLEA H. WOODS *Head Resident, Fickes Hall*

To be appointed *Head Resident, Beatty Hall*

EVALUATION SERVICES

LILY DETCHEN, B.A., M.A., Ph.D. . . . *Director of Evaluation Services*
Irene Lawlor, Secretary

COLLEGE RELATIONS

REINALD McCURM, B.S., M.P.H. *Secretary of the College*
Bettie S. Richter, Secretary

The Organization

JANE A. SHAW, B.A.	<i>Director of Public Relations</i>
MARY IRENE MOFFITT, B.A.	<i>Assistant Director of Public Relations</i>
<i>Dolores R. Moore, Secretary</i>	
RUTH HUNTER SWISSELM, B.A.	<i>Director of Alumnae Affairs</i>
<i>Margaret M. Heiman, Secretary</i>	

ADMISSIONS

PEGGY DONALDSON, B.A.	<i>Director of Admissions</i>
CORDELIA S. JACOBS, B.A.	<i>Admissions Counselor</i>
EMELYN T. ROHLFFS, B.A.	<i>Admissions Counselor</i>
JUDITH WILLIAMS, B.A., M.A.	<i>Admissions Counselor</i>
<i>Doris Bierlein, Secretary</i>	

LIBRARY

ARTHUR L. DAVIS, B.A., M.A., Ph.D.	<i>Librarian</i>
JOAN BECKER, B.A., M.L.S.	<i>Assistant Librarian in Charge of Technical Service</i>
DONNA E. FENNER, B.A., B.S. in L.S.	<i>Assistant Librarian in Charge of Circulation and Reference</i>
<i>Rosalie Hood, Secretary</i>	

BUSINESS OFFICE

BURT E. ASHMAN, Ph.B.	<i>Business Manager</i>
<i>Mary D. Strichko, Secretary</i>	
HANNA GUNDERMAN, B.A., M.Ed.	<i>Bursar</i>
<i>Anna E. Weigand, Cashier</i>	
<i>Florence E. Bayer, Bookkeeper</i>	
<i>Sandra Birch, Secretary</i>	
THOMAS MALLOY	<i>Superintendent of Maintenance</i>
POLLY SANDER	<i>Bookstore Manager</i>

HEALTH SERVICES

J. WATSON HARMEIER, B.S., M.S., M.D.	<i>College Physician</i>
WILLIAM L. BAIR, B.A., M.D.	<i>Consulting Psychiatrist</i>
MARY LOUISE RIEFER, R.N.	<i>Resident Nurse</i>

Faculty

- EDWARD D. EDDY JR. *President*
B.A., Cornell University; B.D., Yale University; Ph.D., Cornell
University; LL.D., Thiel College.
- DAVID HENDERSON *Executive Dean*
B.A., Westminster College; M.A., Ph.D., University of Pitts-
burgh.
- BARBARA J. LEWIS *Dean of Students*
B.S., Wheaton College; M.A., Northwestern University.
- REINALD McCRUM *Secretary of the College*
B.S., Springfield College; M.P.H., University of North Carolina.
- ARTHUR L. DAVIS *Librarian*
B.A., Ohio Wesleyan University; M.A., Ph.D., University of
Wisconsin.

EMERITUS FACULTY

- MARY HELEN MARKS, B.A., M.A., L.H.D. *Dean Emeritus*
- HELEN CALKINS, B.A., M.A., Ph.D. *Professor of Mathematics*
- CARLL W. DOXSEE, B.A., M.A., Ph.D. *Professor of English*
- LABERTA DYSART, B.A., M.A. *Professor of History*
- EDGAR M. FOLTIN, J.U.Dr., Dr.habil *Professor of Psychology*
- VANDA E. KERST *Professor of Speech*
- EFFIE L. WALKER, B.A., M.A. *Assistant Professor of History*
- HELENE WELKER, B.A. *Associate Professor of Music*

PROFESSORS

- J. CUTLER ANDREWS (1957) *History*
B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard Univer-
sity.

Date in parenthesis indicates date of first appointment

- STEPHEN BORSODY (1948)*History*
Doctor of Judicial and Political Science, Charles University,
Prague.
- FRANCES ELDREDGE (1953)*English*
B.A., Wellesley College; M.A., Tufts College; Ph.D., University
of Chicago.
- MABEL A. ELLIOTT (1947)*Given Professor of Sociology*
B.A., M.A., Ph.D., Northwestern University.
- *PHYLLIS M. FERGUSON (1943)*Drama*
B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.
- WILLIAM J. KEEFE (1952)*Political Science*
B.S., Illinois State Normal University; M.A., Wayne State
University; Ph.D., Northwestern University.
- LAWRENCE KINNAIRD (1962)*Mary Helen Marks*
Visiting Professor of History
B.A., University of Michigan; M.A., Ph.D., University of
California.
- PHYLLIS C. MARTIN (1935)*Biology*
B.S., M.S., University of Pittsburgh; Ph.D., University of Illinois.
- CLAUDE SCHAEFER (1962)*Visiting Professor of Art*
Docteur de l'Universite de Paris (Faculté des Lettres).
- EARL K. WALLACE (1925)*Chemistry*
B.S., The Pennsylvania State University; M.A., Ph.D., Columbia
University.
- RUSSELL G. WICHMANN (1946)*Music*
Mus.B., Lawrence College; M.S.M., Union Theological Semi-
nary; Student of LaVahn Maesch, Clarence Dickinson, Marcel
Dupré.

ASSOCIATE PROFESSORS

- Frederick Adelman (1962)*Anthropology*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania.

On leave 1962-63

- WILLARD E. ARNETT (1957)*Philosophy*
B.A., Berea College; M.A., Ph.D., Columbia University.
- LILY DETCHEN (1948)*Director of Evaluation Services*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.
- FREDERICK B. EUTSLER (1960)*Religion*
B.A., Berea College; B.D., Union Theological Seminary; S.T.M., Ph.D., Yale University.
- MILDRED T. EVANSON (1945)*Drama*
B.A., M.A., University of Wisconsin.
- MARGARET K. HILL (1955)*Education*
B.S., Concord College; M.Ed., Ph.D., Columbia University.
- WILLIAM R. HOOD (1962)*Psychology*
B.S., M.S., Ph.D., University of Oklahoma.
- JAMES C. McLAREN (1956)*French*
B.A., M.A., Dalhousie University; Ph.D., Columbia University.
- CLIFFORD O. TAYLOR, JR. (1951)*Buhl Associate*
Professor of Music
B.F.A., Carnegie Institute of Technology; M.A., Harvard University.

ASSISTANT PROFESSORS

- NATALIE BARISH (1954)*Biology*
B.A., Goucher College; M.A., Indiana University; Ph.D., Ohio State University.
- WILLIAM A. BECK (1958)*Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.
- PATIENCE T. BLAYDEN (1953)*Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.
- J. DALE CHASTAIN (1960)*Political Science*
B.A., College of Wooster; M.A., State University of Iowa.

- JOHN W. CUMMINS (1954)*English*
B.A., M.A., Ohio Wesleyan University.
- *ANN FREEMAN (1958)*History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.
- HUGH HARTER (1961)*Spanish*
B.A., Ohio State University; M.A., Mexico City College; Ph.D.,
Ohio State University.
- FRANK A. HAYES (1957)*Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.
- LAWRENCE M. KNOLLE (1962)*Education*
B.A., M.A., University of Colorado; Ed.D., Columbia University.
- FRANK M. LACKNER (1961)*Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University;
Ph.D., University of Pittsburgh.
- VINCENT LoCICERO (1962)*German*
B.A., Brooklyn College; M.A., Ph.D., University of Illinois.
- ROBERT H. LOISELLE (1961)*Psychology*
B.A., University of Massachusetts; Ph.D., University of
Rochester.
- MARY A. McGUIRE (1956)*English*
B.A., University of Maine; M.A., Columbia University.
- PATRICIA R. MOHILNER (1962)*Chemistry*
B.S., George Washington University; Ph.D., University of
Kansas.
- ALBERT J. OSSMAN, JR. (1957)*Political Science and*
Economics
B.A., M.A., Syracuse University.
- PATRICIA C. REDICK (1960)*Spanish*
B.A., M.A., Ph.D., University of Pittsburgh.
- WILLIAM SAVAGE, JR. (1961)*History*
B.A., M.A., University of Oklahoma; Ph.D., University of
Chicago.

*On leave 1962-63

MARGARET R. TRAMMELL (1956)*Chemistry*
B.S., M.S., M.A., North Texas State College; M.S., Ph.D.,
Carnegie Institute of Technology.

JEROME S. WENNEKER (1946)*Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

CAROL R. BROWN (1959)*English*
B.A., Marquette University; M.A., University of Chicago.

JERRY L. CAPLAN (1960)*Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of
Louise Bouche, Morris Kantor, John Corbino, Byron Browne,
John Hovannes.

ALBERT FRIEDMAN (1962)*Sociology*
B.A., University of Michigan.

LEONARD M. FRIEDMAN (1961)*French*
B.A., New York University; Lic, es Let., University of Geneva,
Switzerland.

KATHERINE GIANOUTSOS (1962)*Physical Education*
B.S., University of Pittsburgh.

BENJAMIN H. GRIFFITH (1957)*History*
B.A., Bethany College; M.A., University of Rochester.

VAINO T. KOLA (1962)*Art*
B.F.A., Massachusetts College of Art; M.F.A., Yale University.

LORENZO MALFATTI (1956)*Music*
Graduate, Juilliard School of Music; Student of Mack Harrell,
Rachele, Maragliano Mori, Virgilio Mortari.

STANLEY J. SOLOMON (1962)*English*
B.A., Brooklyn College; M.A., University of Kansas.

THELMA W. TAYLOR (1960)*Philosophy*
B.A., University of Arkansas; M.A., Columbia University.

LECTURERS

- LYNETTE H. DOEG (1962) *Biology*
B.A., Drew University; Ph.D., Rutgers University.
- MARGARET P. DUGGAR (1961) *Dance*
B.A., University of Wisconsin; M.A., Stanford University.
- ANA N. EAPEN (1962) *Economics*
B.S., B.A., University of the Philippines; M.A., Ph.D., University
of Michigan.
- JOOST KIEWIET DE JONGE (1957) *Astronomy*
Ph.D., Harvard University.
- SARA LEHRMAN (1960) *Russian*
B.A., Hunter College; M.A., University of Pittsburgh.
- JAMES A. McCULLOCH (1960) *Greek*
B.A., Duquesne University; M.Litt., Ph.D., University of Pitts-
burgh.
- FRANCES MORROW *English*
B.S., New York University; M.Litt., University of Pittsburgh.
- HENRY SPINELLI (1961) *Music*
B.A., Carnegie Institute of Technology; Student of Eunice
Norton.
- MILHAIL STOLAREVSKY (1948) *Music*
B.S., Technical University, Gothen, Germany; M.A., Imperial
Conservatory, Kiev, Russia; Student of Carl Flesch and
Michael Press.
- HELEN S. WEINBERG (1958) *Secretarial Studies*
B.A., University of Pittsburgh.

DIVISIONAL CHAIRMEN 1962-63

Science	Mr. Beck
Social Relationships	Mr. Keefe
Humanities	Mr. Arnett

DEPARTMENTAL CHAIRMEN 1962-63

Art	(acting) Mr. Caplan
Biology	Mrs. Martin
Chemistry	Mr. Wallace
Drama	Mrs. Evanson
Economics	Mr. Ossman
Education	Mr. Knolle
English	Miss Eldredge
History	Mr. Andrews
Mathematics	Mr. Beck
Languages	Mr. McLaren
Music	Mr. Wichmann
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe
Psychology	Mr. Hood
Sociology	Miss Elliott

COURSE CHAIRMEN 1962-63

The Arts	Miss Eldredge
Introduction to Exposition	Mr. Cummins
History of Western Civilization	Mr. Andrews
Human Development and Behavior	Mrs. Martin
Modern Society	Mr. Keefe
History and Philosophy of Science	Miss Barish and Mr. Hayes
Knowledge and Values	Mr. Arnett
Effective Speech	Mrs. Evanson
World Issues	Mr. Chastain

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder*, a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the college by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the college. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions and the annual business meeting are held in the

spring at Commencement time. A meeting with an educational program is held at the college during the fall term.

Alumnae representatives appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

Mary Ellen Leigh McBride	President
Evangeline Seitanakis Beldecos	First Vice President
Marcia McDowell Bennett	Second Vice President
Marjorie Noonan Ladley	Treasurer
Nancy Henderson O'Dell	Recording Secretary
Peggy Suppes Yingling	Corresponding Secretary
Carrie Lou Kinzer Trapp	Alumnae Trustee
M. Isabel Epley	Alumnae Trustee
Mary-Stuart Clements Harriman	Alumnae Trustee
Ruth Hunter Swisshelm	Director of Alumnae Affairs

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Miss Marcella Murray ('30), 3671 Stewart Avenue, Los Angeles, California.

WASHINGTON, D.C.—Mrs. John A. Bell (Amy McBride '39), 306 Lee Circle, Alexandria, Virginia

Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

CHICAGO, ILLINOIS—Mrs. Edgar R. Hirsh (Eleanor Goldfarb '47), 927 Forestway Road, Glencoe, Illinois

BALTIMORE, MARYLAND—Miss Ann M. Morgan ('50), 7903 Ellenham Avenue, Towson 4, Maryland

BOSTON, MASSACHUSETTS—Mrs. Walter V. Weyhmann (Rose-Louise Fossee '56), 4 Emmonds Place, Cambridge 38, Massachusetts

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles '56), 6733 Mansfield Drive, Garden City, Michigan

NEW JERSEY—Mrs. Charles T. Michaelian (Joan Morledge '49), 22 Midvale Drive, New Providence, New Jersey

MANHATTAN, NEW YORK—Mrs. Gordon T. Bowden (Mary Virginia Brown '36) 343 East 30th Street, New York 16, New York

WESTCHESTER COUNTY, NEW YORK—Mrs. Robert S. Weiner (Marjorie Elliott '46), 213 Schrade Road, Briarcliff Manor, New York

CLEVELAND, OHIO—Mrs. William S. McClenahan (Mary Louise Weber '39), 3685 Lytle Road, Cleveland 22, Ohio

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '44), 3194 El Paso Drive, Columbus, Ohio

GREENSBURG, PENNSYLVANIA—Mrs. William Jesse (Betty Knox '56), 70 Meadowbrook Avenue, Greensburg, Pennsylvania

LANCASTER, PENNSYLVANIA—Mrs. Harry Stewart (Barbara Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania

PHILADELPHIA, PENNSYLVANIA—Mrs. Charles Schroth (Doris Rowand '46), 408 Palmers Lane, Wallingford, Pennsylvania

HOUSTON, TEXAS—Mrs. John Chiles (Marie Cohn '48), 756 Creekside Drive, Houston 24, Texas

PITTSBURGH REGIONAL GROUPS

DORMONT-MT. LEBANON—Mrs. Allen B. Schall (Martha McFall '45), 300 Newburn Drive, Pittsburgh 16, Pennsylvania

DOWNTOWN—Miss Helen Ryman ('24), 50 Academy Avenue, Pittsburgh 28, Pennsylvania

EAST BOROUGH—Mrs. John D. Spellacy (Gloria Molinatto '47),
823 Sweetleaf Road, Monroeville, Pennsylvania

NORTH SUBURBAN—Mrs. Harold Autenreith (Sally White, '52),
Spencer Lane Extension, Glenshaw, Pennsylvania
Mrs. Stewart Poole (Alexandra Potts '52), Box 168, R.D. 2, Mars,
Pennsylvania

PENN HILLS—Mrs. Clifford C. Ellery (Joanne Cochran '56), 324
Dorothy Drive, Pittsburgh 35, Pennsylvania

SOUTH HILLS—Mrs. Robert E. Petsinger (Victoria Sneathen '54),
235 Hillock Lane, Pittsburgh 36, Pennsylvania

ALUMNAE REPRESENTATIVES FOR 1962-1963

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49), 2124 East
Solano Drive, Phoenix 16, Arizona

CALIFORNIA—Mrs. Walter Ray McCann (Katherine James '31),
783 Garland Drive, Palo Alto, California

COLORADO—Mrs. Bradford Richardson (Anne Denigan '50), 4 Cim-
arron Drive, Littleton, Colorado

CONNECTICUT—Mrs. Charles O. Sterling (Janet Hoy '55), 84 Scott
Drive, Manchester, Connecticut

Mrs. Louis H. Skidmore, Jr. (Margaret Cooke '60), 196 Park
Street, New Haven, Connecticut

Mrs. Bartlett R. Price (Miles Janouch '43), 56 Wright Street, West-
port, Connecticut

DELAWARE—Mrs. William W. Hess (Florence Smith '39), 4601
Beechwold Road, Wilmington 3, Delaware

ILLINOIS—Mrs. David T. Christie (Marian Lean '46), 345 Eaton
Street, Northfield, Illinois

Mrs. Richard A. Waichler (Nancy Follett '55), 1020 Superior
Street, Oak Park, Illinois

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43), Rural
Route 7, Box 340, Booneville New Harmony Road, Evans-
ville 12, Indiana

Mrs. John W. Klotz (Florence Succop '42), 8 Tyndale Place, Fort Wayne, Indiana

Mrs. Robert L. Linke (Dorothy Purkiss '42), 3233 North Park Avenue, Indianapolis 5, Indiana

KENTUCKY—Mrs. David H. Boyd (Lois Kramer '38), 6220 Innes Trace, Louisville 7, Kentucky

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40), 222 Bradley Street, Portland, Maine

MARYLAND—Mrs. William O. MacArthur (Phyllis Lehew '33), 202C Rodgers Forge Road, Baltimore 12, Maryland

Mrs. Edward Adelson (Lois Potts '54), 7020 Richard Drive, Bethesda 14, Maryland

Miss Sarah Joyce Williams ('61), c/o St. Timothy's School, Stevenson, Maryland

MASSACHUSETTS—Mrs. Thomas E. Sheehan (Mary Anderson '54), 354 Beacon Street, Boston 16, Massachusetts

Mrs. Ferdinand C. Arens, Jr. (Margaret Port '28), 14 Chatham Circle, Wellesley Hills 81, Massachusetts

Mrs. Alan J. Fritts (Dorothy Hauser '54), 10 Chestnut Hill, Wilbraham, Massachusetts

MICHIGAN—Mrs. Peter E. Zervos (Anna Liadis '58), 8921 Esper Boulevard, Detroit 4, Michigan

Mrs. Charles F. Trapp, Jr. (Carrie Lou Kinzer '40), 1003 Bedford Road, Grosse Pointe 30, Michigan

MINNESOTA—Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 1335 Pinehurst Avenue, Saint Paul 16, Minnesota

MISSOURI—Mrs. Warren K. Davidson (Ann Orner '52), 6111 North Woodland, Kansas City 18, Missouri

Mrs. George F. DuBois (Katherine Dykema x'51), 418 Fieldcrest Drive, Webster Groves 19, Missouri

NEW JERSEY—Mrs. William F. Rech (Mary Jane Crooks '50), 90 Sunset Drive, Chatham, New Jersey

Mrs. C. Robert McFarland (Ruth Lynch '44), 599 Brookside Place, Cranford, New Jersey

NEW YORK—Mrs. William P. Petro (Carol Smith '60), 113 Meadow Place, Buffalo 25, New York

- Mrs. James B. Ketcham (Ira Davisson '52), 518 Main Street,
Cedarhurst, Long Island, New York
- Mrs. Paul G. MacNeill (Gladys Patton '41), 100 Wellwood Drive,
Fayetteville, New York
- Mrs. N. William Wagar II (Cynthia Fortanier '53), 546 Glen
Street, Glens Falls, New York
- Mrs. Edward Loyd (Patricia Kappel '58), 8 Ivy Place, Huntington,
Long Island, New York
- Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road,
Ossining, New York
- Miss Jane Sanford ('60), 381 Bonnie Brae Avenue, Rochester 18,
New York
- Mrs. James George Smith (Marie Smith '59), 154 Erickson Street,
Syracuse 6, New York
- OHIO—Mrs. Robert R. Earley (Patricia Kennedy '51), 7286 George-
town Court, Cincinnati 24, Ohio
- Mrs. Wilbur V. Hansen (Sally Geary '48), 2 Beech Lane, Cincinnati
8, Ohio
- Mrs. R. W. Kellermeyer (Audrey Shanaberger '54), 3815 Parkdale
Road, Cleveland Heights 21, Ohio
- Mrs. Ralph Goettler (Barbara Eckel '60), 2965 Brandon Road,
Columbus 21, Ohio
- Miss Betty King ('53), 3546 Stoer Road, Shaker Heights 22, Ohio
- Mrs. Richard Gallaway (Mary Peck '60), 2642 Elsie Drive, Toledo
13, Ohio
- OKLAHOMA—Mrs. William W. Barr (Janet Geiersbach '53), 4160
East 49th Street, Tulsa, Oklahoma
- OREGON—Mrs. W. G. Rohlfs (Emelyn Taylor '27), P.O. Box 384,
Lake Oswego, Oregon; OLive 6-7960.
- PENNSYLVANIA—Mrs. Clifford Rowden (Mary Lenhardt '55), 46
Laubert Road, Andorra Acres, Conshohocken, Pennsylvania
- Mrs. Charles C. Bradley (Patsy Speers '45), 1004 Wilde Avenue,
Drexel Hill, Pennsylvania
- Mrs. W. Ronald Cocke, IV (Nancy Cannon '57), 5418 Gardner
Drive, Erie, Pennsylvania
- Miss Isabelle M. Allias ('54), 601 North Front Street, Harrisburg,
Pennsylvania

Mrs. Harry M. Stewart (Barbara Senior '54), 942 Pleasure Road,
Lancaster, Pennsylvania

Mrs. Joseph M. Woods, III (Sally Johnston '58), 5222 Windsor
Boulevard, Mechanicsburg, Pennsylvania

Mrs. W. S. Emley (Shirley Gordon '35), R. D. #3, West Maitland
Lane, New Castle, Pennsylvania

Mrs. H. H. Wilson, Jr. (Lynn Backus '57), 452 March Street,
Shillington, Reading, Pennsylvania

Mrs. J. Richard Krapfel (Sarabelle Segmiller '51), 606 Homestead
Place, Warren, Pennsylvania

Mrs. Bernard H. Berman (Martha Yorkin '46), 685 North Wade
Avenue, Washington, Pennsylvania

Mrs. Earl S. Lathrop (Margaret Graham '42), Ridgewood Road,
R. D. 7, York, Pennsylvania

RHODE ISLAND—Mrs. E. Paul Hoop, Jr. (Nancy Garlow '52), 7
Manning Drive, Barrington, Rhode Island

TEXAS—Mrs. Roy W. Walters (Ruth Gokey '17), 4730 Lemmon
Avenue, Apt. 59, Dallas 19, Texas

Mrs. Henry C. Whalen, Jr. (Barbara (McDonald '53), 5405 Martel
Avenue, Dallas 6, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little
Falls Road, Arlington 7, Virginia

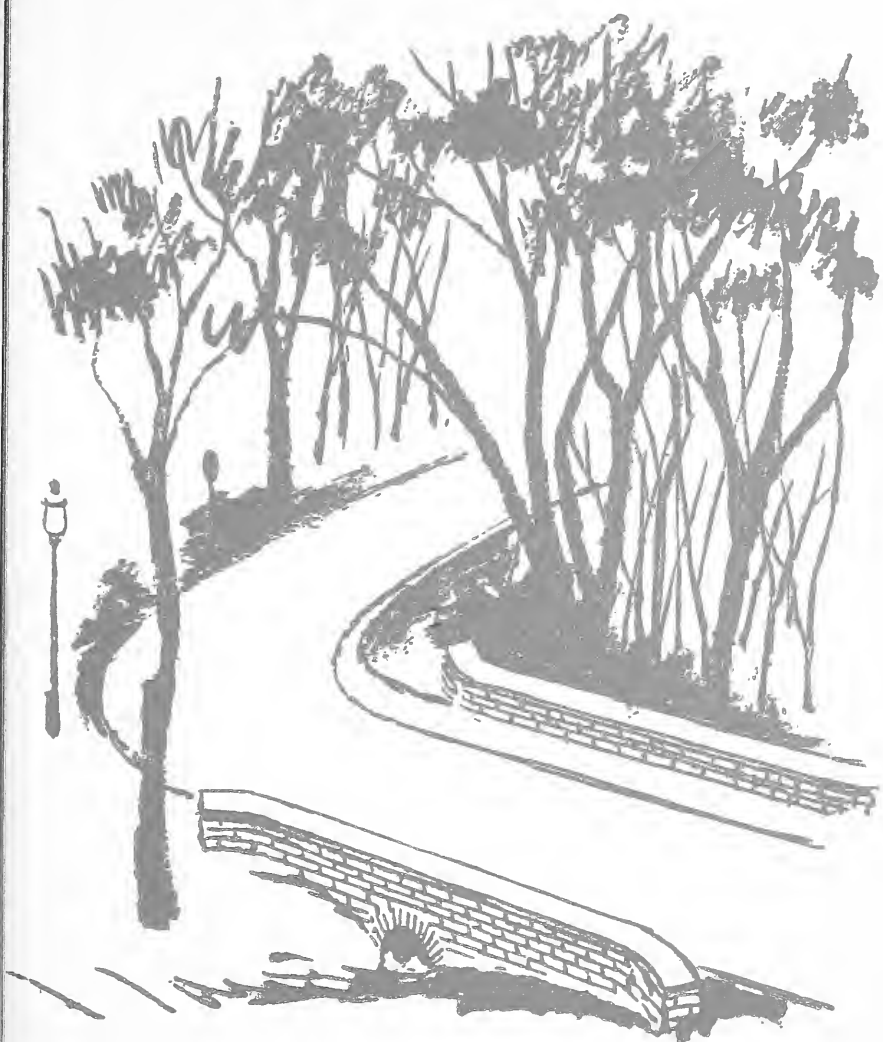
Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39), 1915 Meadow-
brook Road, Charlottesville, Virginia

WASHINGTON—Mrs. Harry Truman (Imogene Flanagan '30), 2607
Boyer Avenue East, Seattle 2, Washington

WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53), 915
Alynwood Circle, Charleston 4, West Virginia

Mrs. George H. Schardt (Mollie Oehlschlager '52), Route 1-27B
Country Club Road, Clarksburg, West Virginia

Mrs. Albert H. Wilson (Barbara Williams '54), 1437 Spring Valley
Drive, Huntington, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the college should be addressed to the President of the College.

Inquiries regarding the academic work of students should be addressed to the Executive Dean of the College.

Correspondence relating to scholarships and loan funds should be sent to the Dean of Students.

Requests for catalogues, inquiries regarding admission to the college and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the college should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the college should be addressed to the Director of Alumnae Affairs.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 138-141.

ACADEMIC CALENDAR FOR 1962-63

Freshmen ArriveSaturday, September 15

OrientationSunday, September 16 through
Wednesday, September 19

Upperclass RegistrationWednesday, September 19

Freshman RegistrationThursday, September 20

Classes beginFriday, September 21

Thanksgiving VacationWednesday, November 21, 2:20 p.m.
to Monday, November 26, 8:30 a.m.

Christmas VacationFriday, December 21, 2:20 p.m.
to Monday, January 7, 8:30 a.m.

Study PeriodWednesday, January 16 through
Sunday, January 20

Final ExaminationsMonday, January 21, through
Wednesday, January 30

Second Term beginsMonday, February 4, 8:30 a.m.

Spring VacationFriday, March 22, 2:20 p.m. to
Monday, April 1, 8:30 a.m.

Study PeriodSaturday, May 18, through Thursday, May 23

Final ExaminationsFriday, May 24, through Friday, May 31

CommencementSunday, June 2

Services and Auxiliary Activities

EVALUATION SERVICES

The Office of Evaluation Services is of service in refining numerous aspects of the curriculum. It is important to state academic and general college objectives, but it is equally important to have the proper instruments by which to measure relative achievement of those objectives. Through the services of this office, the entire college program is studied.

Important in the Chatham program are Exemption Examinations through which the student may establish the right to move on to advanced courses, and in some instances to earn credit, and the General Examination which is designed to help the student integrate her college experience in the senior year.

The Office of Evaluation Services also gathers faculty and student opinion on critical issues, helps to assess qualifications for admissions and for scholarship aid, and diagnoses individual needs and aptitudes.

AUDIO-VISUAL CENTER

The Audio-Visual Center furnishes sound motion pictures to schools, colleges, and organizations throughout Pennsylvania and neighboring states. The Center has approximately 2,500 films, filmstrips, and slides which deal with biology, chemistry, English, geography, history, music, vocational guidance, and many other subjects. It also supplies recreational films for use in school assemblies, P.T.A.s and clubs.

Films are available for use in classrooms on the campus and many members of the faculty use them as a regular part of their class instruction.

HEALTH SERVICES

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College Physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College Physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College Physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 111.

PLACEMENT SERVICES

The college maintains Placement Services which offer help both to students and to alumnae. The Director aids in placing students in part-time and summer employment.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

Training is based on simple laws of physiology and a scientific mental approach to give the student a clear picture

of the problems of performance and a growing confidence through his increased knowledge and ease of accomplishment.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

A Summer Music Day Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolarevsky at the college.

CHATHAM COLLEGE

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the college in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

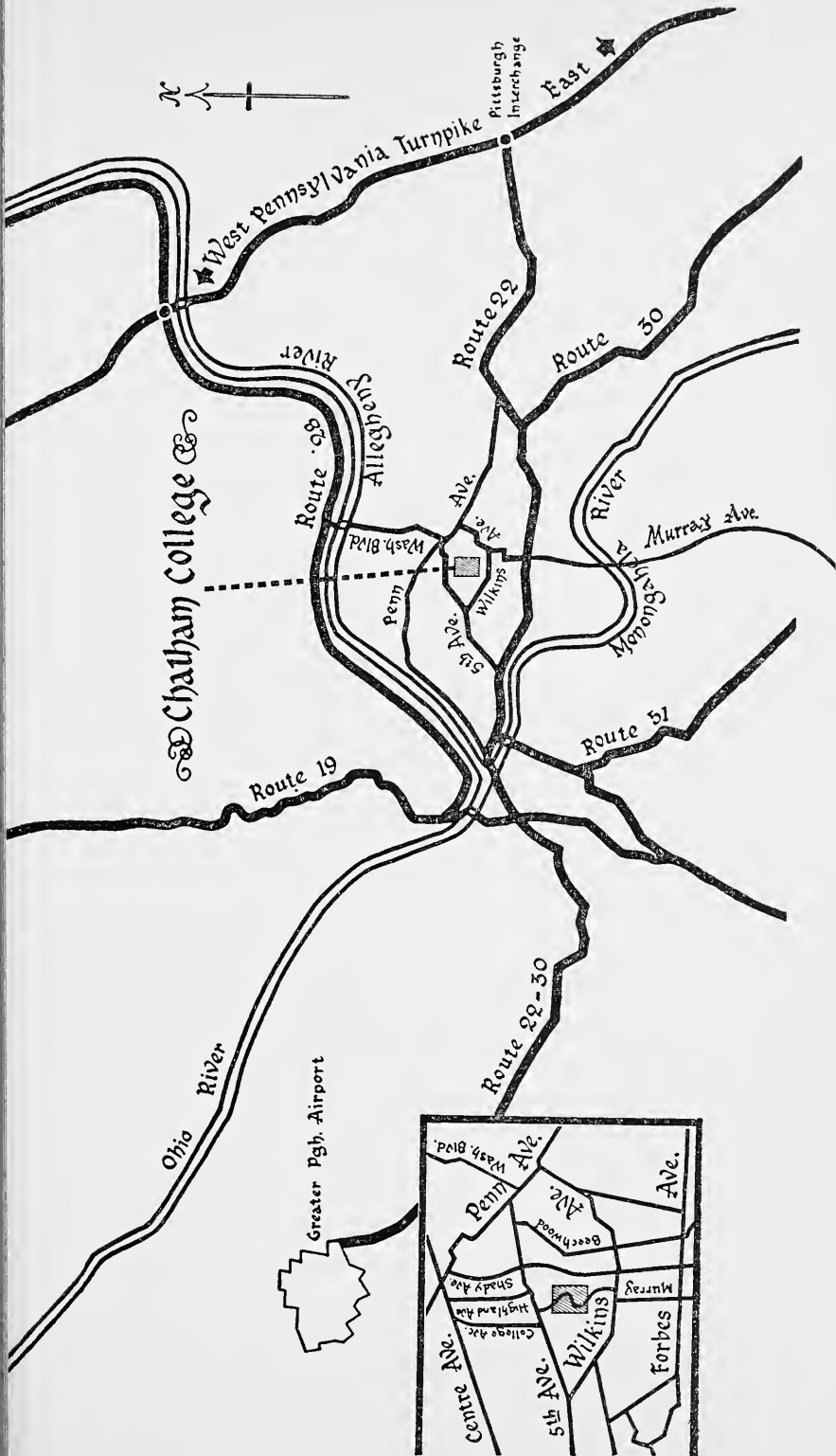
I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the college.

HOW TO GET TO CHATHAM COLLEGE

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately forty minutes from the airport.

Driving to the college from the east and west, it is advisable to turn off the Pennsylvania Turnpike at Pittsburgh interchange #6 and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway through the Squirrel Hill Tunnel to Murray Avenue exit (first exit after leaving tunnel), follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue), turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.

When driving to the college from downtown Pittsburgh, the best route is the Penn-Lincoln Parkway East. Continue on the Parkway to Murray Avenue Exit (last exit before Squirrel Hill Tunnel) follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue) turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.





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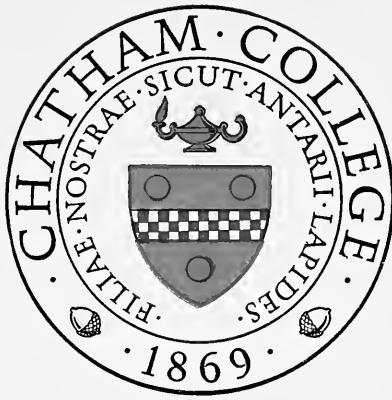
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EDUCATIONAL PROGRAM



The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which can be expected to emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials

which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science, in which the student may choose from basic courses in the sciences, is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour one semester course and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic, and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour one semester course with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations. It is taken ordinarily in the junior year.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a four-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry, music, and the dance. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a workshop program requiring an evaluation of recommended concerts, plays, novels, art exhibits, and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirements, page 70).

INTRODUCTION TO EXPOSITION. This course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write effectively. Literary materials are examined not for their own sake but as examples of effective writing.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guid-

*Further description of these courses may be found on pages 45-48.

ance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information about students becomes available to the faculty, the college has an Office of Evaluation Services headed by a full-time director.

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tu-

*Further description of these majors may be found on pages 40 and 41.

torial requirement for all seniors representing six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the college began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original college buildings. Thus the college became one of the best equipped small colleges in the country. Benedum Hall was given to the college by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the college received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelle-treau Hall, a two-unit apartment structure on Fifth Avenue.

Currently the college has an endowment of nine million dollars in book value.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in cur-

ricular progress in the post-war period. Chatham is a fully accredited college.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately six hundred. The campus also has expanded to meet the growth of the college: there are now thirty-nine buildings on forty-four acres of rolling, wooded grounds.

Dominating the Chatham landscape* is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each

*See map page 26.

evening just before dinner. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Walking around the quadrangle of buildings, one comes next to the James Laughlin Memorial Library which contains more than sixty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights, and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science is the next stop on the campus tour. The Science Hall has laboratories for the study of chemistry, biology, and physics, as well as a lecture hall with facilities for the use of the latest audio-visual aids. The science library on the lower floor has approximately four thousand volumes.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the new language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the ten dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college dining rooms. The dining hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere. Paintings from the college collection are on permanent display in the living room.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the college infirmary, Lindsay Hall, which once was the home of the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the college collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge, (just off the playing field) with its large

living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the president of the college.

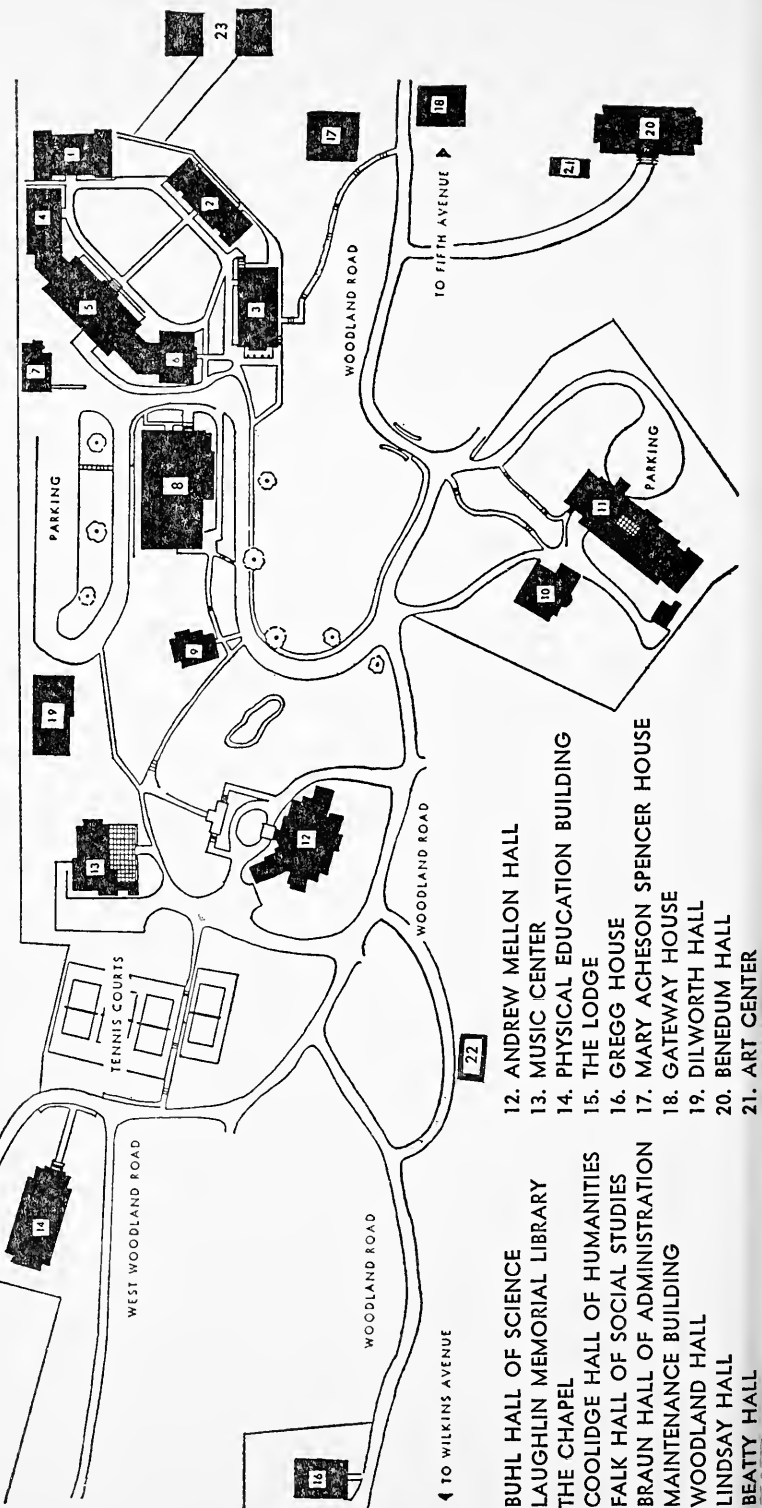
Returning to the main part of the campus, one next visits four dormitories on the hillsides opposite Woodland Hall. The two directly across are Fickes and Beatty Halls. Originally family estates, these halls are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Across Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the executive dean of the college. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Pelletreau Hall is connected to the main campus at the back of the library by a handsomely landscaped stairway.

CHATHAM COLLEGE

MAP OF THE CAMPUS



- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 12. ANDREW MELLON HALL |
| 2. LAUGHLIN MEMORIAL LIBRARY | 13. MUSIC CENTER |
| 3. THE CHAPEL | 14. PHYSICAL EDUCATION BUILDING |
| 4. COOLIDGE HALL OF HUMANITIES | 15. THE LODGE |
| 5. FALK HALL OF SOCIAL STUDIES | 16. GREGG HOUSE |
| 6. BRAUN HALL OF ADMINISTRATION | 17. MARY ACHESON SPENCER HOUSE |
| 7. MAINTENANCE BUILDING | 18. GATEWAY HOUSE |
| 8. WOODLAND HALL | 19. DILWORTH HALL |
| 9. LINDSAY HALL | 20. BENEDUM HALL |
| 10. BEATTY HALL | 21. ART CENTER |
| | 22. [Building 22] |
| | 23. [Building 23] |

THE COLLEGE COMMUNITY

The college community of seventy faculty and six hundred students drawn from many states and foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and most well known scholastic honor society, has established one of its 166 chapters in the country at Chatham College. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nation-

alities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the college, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The college maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Administrative staff members serve as counselors in each residence hall, meet-

ing regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the college. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every college activity. Much of the social and activity program of the college centers in the residence halls where house dances as well as open houses are held at various times during the year. Non-resident students, in addition to being associate members of residence halls and included in the residence halls programs, maintain their own officers and are an active part of the campus life.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor.

A calendar of activities for the college is kept up-to-date in the Office of the Dean of Students.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college; the weekly

newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra groups.

Chatham College is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly inter-Protestant vesper services as well as Episcopal communion and Roman Catholic Mass. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests, and the college's series of lectures on religious perspectives throughout the year brings noted speakers to the campus. Students are encouraged to attend the churches of their own choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the City of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11:30 to 12:30 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

In recent years the college has sponsored four concurrent series running throughout the academic year. The series on Advanced Developments in Contemporary Arts, made possible by funds from The Buhl Endowment, encourages an understanding of modern man's attempts to express his concern for meaning. In 1962-63, the series included the Circle-in-the-Square Theatre production of Dylan Thomas' "Under Milk Wood," a lecture by the poet W. H. Auden, a concert by the Contemporary Ensemble with Professor Milton Babbitt of Princeton offering the commentary, and an exhibit illustrating new shapes in design.

The Vira I. Heinz Fund of The Pittsburgh Foundation is currently sponsoring a three-year series of lectures at Chatham College by America's leading philosophers and theologians. In 1962-63, the theme was Perspectives on Death and Existence-Beyond-Death. Among the speakers were Richard Niebuhr of Harvard, Huston Smith of Massachusetts Institute of Technology, Kenneth Chen of Princeton, Julian Hartt of Yale, and Terrence Toland of Woodstock College. The 1963-64 series will include lectures and discussions on ethics and morality.

Addresses and discussions by visiting government officials and authorities in political activity, including candidates for major offices, are included in the Practical Politics Program offered each year. This program is aided by a gift from The Maurice and Laura Falk Foundation.

Non-Western Program

In recent years Chatham has selected for special emphasis an area of the world with a culture and civilization which is not strictly in the Western tradition. In addition to a series of all-college programs including films, lectures, concerts, and discussions, special credit courses are offered by visiting faculty members. In 1961-62 the area was India and the Hindu World; in 1962-63 Latin America was the focus of attention.

During 1963-64 the series of public programs and also special courses will concentrate on the theme Sub-Saharan Africa: Continent of Contrast and Change. The special lectures and other programs will review African history, music, art, literature, and religion. In the second term contemporary problems of colonialism, nationalism, pan-Africanism, non-alignment, and economy will be explored.

During the second semester Dr. René Lemarchand, Visiting Lecturer from the University of Florida and expert on the Congo, will teach courses in Comparative Political Systems of Middle Africa and in African history. Dr. Lemarchand also will conduct a weekly seminar drawing on the speakers in the all-college program. Funds from The Buhl Endowment help to make this series possible.

COOPERATIVE ARRANGEMENT WITH CARNEGIE INSTITUTE OF TECHNOLOGY

Chatham College and the Carnegie Institute of Technology sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.
2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.
3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he is enrolled. The credit he receives will apply toward his undergraduate degree.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country for industrial research—and many Chatham students are employed there after graduation. Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; drama students are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, and other recital and concert series.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals and neighborhood children's clubs as opportunities present themselves.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements:*

Social Sciences: Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, Modern Society, World Issues, and Culture and Personality.

Humanities: Fifteen hours of course work including nine hours in The Arts course, three in Knowledge and Values, and three hours to be chosen from other courses in the Basic Curriculum in the Humanities.

Natural Sciences: Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

2. The demonstration of a reading ability in one foreign language.

* A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may be excused from any specific graduation requirements with the exception of the completion of an approved major including a tutorial.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of

Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the basic curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

H O N O R S

At a special Honors Convocation each fall, honors are announced for the senior, junior and sophomore classes.

Honors are granted at graduation as follows:

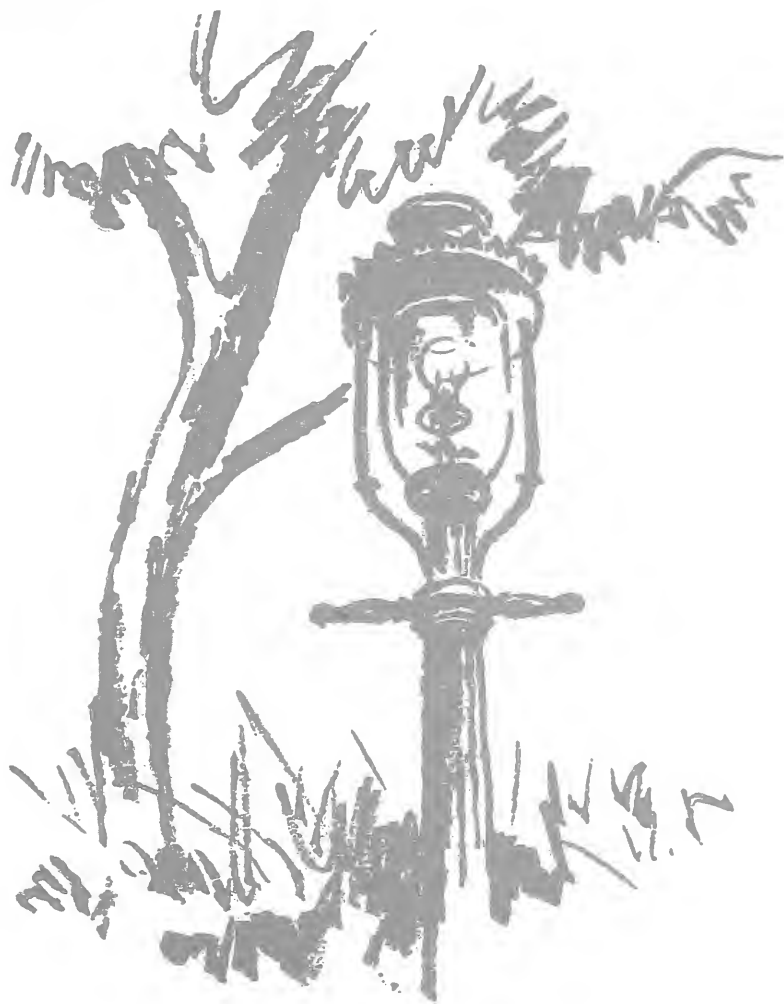
High Honors: a cumulative average of 3.75 or above

Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually.

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

CULTURE AND PERSONALITY

B105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits. Mr. Adelman and Mr. Hood.

AREA II

NATURAL SCIENCES*

B1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester. Mr. de Jonge.

B1-2. BIOLOGY. A study of the principles revealed by living organisms. Emphasis is placed on how knowledge of living organisms and of these principles is attained. Three recitations and a two-hour laboratory weekly. Three credits each semester. Miss Barish.

B1—. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester. Mr. Wallace and Mrs. Mohilner.

B2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for citizenship in

*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

the modern world. A terminal course. Prerequisite: Chemistry B1. Three recitations and a two-hour laboratory weekly. Three credits, second semester. Mrs. Mohilner.

Note: Chemistry 4 may be substituted for Chemistry B2 in fulfillment of the second semester of Chemistry (see p. 54 for description of Chemistry 4).

B1-2. ELEMENTARY MATHEMATICAL PHYSICS. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester. Mr. Richey and Mr. Beck.

B1-2. PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester. Mr. Lackner and Mr. Reynolds.

AREA III

SOCIAL RELATIONSHIPS

B1, 2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester. Mr. Andrews, Mr. Borsody, Miss Freeman, Mr. Savage, and Mr. Smith.

B101. MODERN SOCIETY. A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. Analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits, first semester. Mr. Keefe and Mr. Ossman.

B105. WORLD ISSUES. The purpose of this three-hour semester course is to analyze selected problems of world-wide significance. The

specific problems discussed are organized within the general categories of the process of modernization, the threat of totalitarianism, nationalism and imperialism, and the Cold War. Three credits either semester. Mr. Chastain.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A two-year sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a year of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester. Mrs. Brown, Mr. Caplan, Mr. Coyner, Mr. Cummins, Miss Eldredge, Mrs. Ferguson, Mr. Kola, Miss Kossoff, Mr. Solomon, Mr. Spinelli, Mr. Wenneker, and Mr. Wichmann.

B1-2. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason, and the Nineteenth Century Romantic Movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; modern dance; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of

problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments. Mr. Arnett, Mr. Hayes, and Miss Taylor.

B151. Sophomore year. Three credits either semester.

B152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 70.

B1. INTRODUCTION TO EXPOSITION. This course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write effectively. Literary materials are examined not for their own sake, but as examples of effective writing. Three credits either semester. English Faculty.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester. Mrs. Ferguson, Mrs. Evanson and Mr. Wenneker. (Speech 7 or 10 may be substituted with permission.)

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester. Mrs. Blayden, Mrs. Duggar and Miss McGrath.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

The letter B preceding a course indicates a course in the Basic Curriculum.

If the numbers of a year course are joined by a hyphen—as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If

the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The college reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

A R T

Students majoring in art must take a minimum of thirty-four hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 1, 2, Art 5, 6 and six hours of art history. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio courses and/or Art History.

ART HISTORY AND CRITICISM

Six more hours of Art History. Six hours of History 101, 102, 111, 112. It is expected that each major will be able to take Philosophy 109.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

Chatham College

Note: Courses may be taken in any sequence, but it is expected that students will complete Art 1 through 6 before going on to further studio work.

1, 2. **DRAWING.** The use of various drawing media and materials as related to object, landscape and life drawing. The fundamentals of perspective and simple anatomy. Two credits each semester. Mr. Kola.

5, 6. **DESIGN.** A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester. Mr. Kola.

7, 8. **DRAWING AND PAINTING.** An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester. Mr. Kola.

9, 10. **DRAWING AND SCULPTURE.** The execution of compositional problems and figure studies in clay, stone, and/or wood. Three credits each semester. Mr. Caplan.

15, 16. **ADVANCED DESIGN.** The application of two-dimensional and three-dimensional principles to the specific material and functional limits of graphics and ceramics. Three credits each semester. Mr. Caplan.

17, 18. **ADVANCED DRAWING AND PAINTING.** While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include water-colors and various tempera media. Three credits each semester. Mr. Kola.

19, 20. **ADVANCED DRAWING AND SCULPTURE.** The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester. Mr. Caplan.

131. **MEDIEVAL AND RENAISSANCE ART.** Painting, sculpture, and architecture in Europe from 1000 to 1550 A.D. The evolution from medieval attitudes toward a Renaissance point of view with emphasis on particular painters. Three credits, first semester. 1964-65.

132. **NORTHERN EUROPEAN PAINTING.** A study of the Renaissance in Northern Europe; the influence of Protestantism on painting; Mannerism and the Baroque style; and the continuing "Gothic" impulse. Three credits, second semester. 1964-65.

133. **AMERICAN ART.** Art in the United States from the Colonial period to our own time. The course centers in two problems; the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester. Miss Kossoff. 1963-64.

134. **PROBLEMS IN TWENTIETH CENTURY CRITICISM.** Art since 1900 reviewed with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester. Miss Kossoff. 1963-64.

135. **ITALIAN BAROQUE.** The classical and realistic currents and their development in Rome as seen in religious painting, sculpture, and architecture. Three credits, first semester. Miss Kossoff. 1963-64.

136. **FRENCH AND SPANISH BAROQUE.** The translation of these currents into the art of France and Spain, with attention given both to major and minor figures of the time. Three credits, second semester. Miss Kossoff. 1963-64.

141, 142. **ADVANCED PROBLEMS IN ART.** Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester. Art Faculty.

203-204. **TUTORIAL.** The art major may choose to do a research paper in the history and criticism of art, or she may combine such an investigation with a related studio project. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology B1-2 which is prerequisite to all other biology courses. Additional requirements for an A.B. in biology are Chemistry B1 and 4, to be completed before the senior year, Mathematics 10, Biology 109 or 115, and twenty-two additional hours in biology including six hours of tutorial. Students who take additional

courses in chemistry and physics or mathematics receive a B.S. degree in biology.

B1-B2. BIOLOGY. See Basic Curriculum, page 45.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, second semester. 1964-65.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. Mrs. Doeg. 1963-64.

9, 10. PLANT SCIENCE. A general study of the plant kingdom of the past and the present. Two lectures and four hours of laboratory. Four credits each semester. 1964-65.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry B1 and 4. Two lectures and four hours of laboratory. Four credits, first semester. Miss Barish. 1963-64.

107. HISTOLOGY. The macro- and microscopic study of prepared tissues. Prerequisite: Biology 8 or 110. Two lectures and four hours of laboratory. Four credits, first semester. 1964-65.

108. MICROTECHNIQUE. The preparation and interpretation of tissues by microscopic examination. Two lectures and four hours of laboratory. Four credits, second semester. 1964-65.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits), first semester. 1964-65.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester. Mrs. Doeg. 1963-64.

114. PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry B1. Two lectures and four hours of laboratory. Four credits, second semester. Miss Barish. 1963-64.

115. **ECOLOGY.** A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Two or four credits, second semester. 1965-66.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester. Biology Faculty.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Library training in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry who entered college prior to 1963 will take eight one-semester courses in chemistry plus Chemistry 201-202, 203-204.

Candidates for the B.S. degree in chemistry who entered college prior to 1963 will take ten one-semester courses in Chemistry, Mathematics-Physics B1-2, Physics 2, Mathematics 101, 102 and four semesters of German plus Chemistry 201-202, 203-204.

Candidates for the A.B. degree in chemistry who enter college in 1963 will take Chemistry B1, Chemistry 4, 105-106, 109-110, 201-202, 203-204, Mathematics-Physics B1-2, Physics 2, and Mathematics 101,102.

Candidates for the B.S. degree in chemistry who enter college in 1963 will take Chemistry B1, Chemistry 4, 105-106, 107, 108, 109-110, 111, 201-202, 203-204, Mathematics-Physics B1-2, Physics 2, Mathematics 101, 102, and four semesters of German.

B1-2. **CHEMISTRY.** See Basic Curriculum, page 45.

4. **ELEMENTARY ANALYTICAL CHEMISTRY.** Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry B1. Three lectures and six hours of laboratory. Four credits, second semester. Mrs. Mohilner.

105. **ORGANIC CHEMISTRY.** A study of the preparations, mechanisms, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 4. Two lectures, one recitation, and six hours of laboratory. Five credits, first semester. Mr. Wallace.

106. **ORGANIC CHEMISTRY.** Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation, and six hours of laboratory. Five credits, second semester. Mr. Wallace.

107. **ADVANCED ANALYTICAL CHEMISTRY.** Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106 (also, Chemistry 109 starting 1965-66). Two lectures and six hours of laboratory. Four credits, first semester. Mrs. Mohilner.

108. **BIOCHEMISTRY.** Study of carbohydrates, liquids, proteins, and animal metabolic processes including the analysis of body fluids, tissues, and catabolic products. Prerequisite: Chemistry 106 (also, Chemistry 110 starting 1965-66). Two lectures and six hours of laboratory. Four credits, second semester. Mr. Wallace.

109-110. **PHYSICAL CHEMISTRY.** Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 4, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and three hours of laboratory. Four credits each semester. Mr. Richey.

111. **ADVANCED INORGANIC CHEMISTRY.** (Not offered 1963-64.)

141, 142. **INDEPENDENT STUDIES.** For the exceptional student, an opportunity to study the subject matter of a course not regularly

included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 (also, Chemistry 109 starting 1965-66). Three credits each semester. Chemistry Faculty.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 7, 8 or Speech 10 with permission of the department chairman; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108; and the tutorial. The student interested in speech may substitute Speech 8 for a semester of drama. Effective Speech B1 is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. Second semester: an introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester. Mr. Wenneker. 1963-64.

5-6. ACTING. A study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits each semester. 1964-65.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This

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course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Mrs. Evanson. 1963-64.

103, 104. **DRAMATIC CRITICISM.** The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester. Mrs. Ferguson. 1963-64.

107, 108. **EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA.** Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and social conditions in which they originated and the permanent ideas they express. Three credits each semester. 1964-65.

120, 121. **THEATRE WORKSHOP.** Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester. Drama Faculty.

141, 142. **INDEPENDENT STUDIES.** Three credits each semester. Drama and Speech Faculty.

203-204. **TUTORIAL.** Three credits each semester. Drama and Speech Faculty.

Speech

B1. See **EFFECTIVE SPEECH B1** under Basic Curriculum, page □.

7. **ORAL COMMUNICATION.** A course designed to improve the student's own speech, to help her recognize speech problems, and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Mrs. Evanson. 1963-64.

8. **GROUP COMMUNICATION.** A study of materials and techniques for group leadership. Discussion, group reading, improvisation, and creative dramatics form the basis for work in the class and for practice situations with community groups. Prerequisite: Speech B1, or permission of the instructor. Three credits, second semester. Mrs. Evanson. 1963-64.

10. **ADVANCED SPEECH.** Further work in Speech for students who have exempted Speech B1 or who wish to continue Speech after Speech B1. Advanced panel discussion, debate, and individual speeches will be used to help the student toward a personal, persuasive style of delivery. Three credits, second semester. Mr. Wenneker. 1963-64.

ECONOMICS

Students majoring in economics must take Economics 103, 104, 119, 120 and 203-204. Three additional courses in economics must be taken in addition to the above requirements in order to complete the major. These may be selected by the student and must be approved by the chairman of the department. Statistics and/or mathematics is recommended. Advanced students in economics may take certain courses at Carnegie Institute of Technology with the permission of the department chairman and the approval of the Executive Dean. Courses in related fields may be chosen according to the student's special interests after consultation with the chairman of the department.

103. **THE AMERICAN ECONOMIC SYSTEM.** The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, economic cycles, investment, taxation, government policy, and the international economy. Three credits, second semester. Mrs. Boyce. 1963-64.

104. **THE AMERICAN ECONOMIC SYSTEM.** A study of the role of supply and demand in the American economy. Emphasis is given to the basic factors influencing the consumer, the influence of the consumer on the economy, and the role of the intelligent citizen in the economic system. Includes retail sales practices, personal taxes, investment, insurance, credit, and the cooperative movement. Three credits, first semester. 1964-65.

109. **MONEY AND BANKING.** The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the

methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester. 1965-66.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. 1965-66.

113. **GOVERNMENT AND THE ECONOMY.** An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, first semester. 1964-65.

114. **INTERNATIONAL ECONOMICS.** The struggle for raw materials and markets, the use of tariffs and subsidies, the role of foreign exchange control, the influence of commodity and capital movements, and the history of commercial policy. Prerequisite: Economics 103. Three credits, second semester. 1964-65.

116. **COMPARATIVE ECONOMIC SYSTEMS.** An understanding of our economic system by its historical development and by comparison with other systems of our era. It proceeds from the feudal system through early to modern capitalism and analyzes its legal framework, technique, business management, and social functions. The Soviet system, Fascism, and Nazism are discussed. In all systems the interaction is observed of the individual initiative and mandatory cooperation. Three credits, first semester. 1964-65.

119, 120. **HISTORY OF ECONOMIC PHILOSOPHY.** The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Mrs. Boyce. 1963-64.

133. **SEMINAR: GOVERNMENT AND THE ECONOMY** (Identical with Political Science 133). An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and

social welfare in the period 1933 to the present. Three credits, first semester. Mr. Ossman. 1963-64.

203-204. TUTORIAL. Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

The required professional course sequence for the secondary level includes Education 181, 182, 189, 190, 197, and 199. The required professional course sequence for the elementary level includes Education 181, 186, 187, 188, 195, and 198. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire simple piano skills if they do not already possess them. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. The American school system; its historic and philosophic antecedents; its growth and development within the American milieu; its potential and future. The teaching profession and the importance of the role of the teacher in American society. Comparative education; educational thought and practices in selected foreign countries as contrasted with education in the United States. Prerequisite to all education courses. Three credits, first semester. Mr. Knolle.

182. **PRINCIPLES OF SECONDARY EDUCATION.** The American high school—urban and suburban. Goals of the curriculum and their reflection of changes in educational philosophy. The academic disciplines; their present role and apparent future goals. The adolescent; his characteristics and implications for the high school teacher. Guided observation in local schools reinforces on a practical level the theoretical considerations of the course. Three credits, second semester. Mr. Knolle.

186. **TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL.** The nature and function of language as it relates to learning; classroom organizational patterns, materials, approaches, methods and specific techniques for the teaching of listening, speaking, reading, and writing; interrelationships of the language arts and the total curriculum, kindergarten through grade eight. Three credits, second semester. Mrs. Hill.

187. **TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL.** Materials, methods, techniques for the organization and teaching of the social studies program; content and guidance of the programs in children's literature, music, and art; correlation of language arts, social studies, and fine arts. Prerequisite: Education 186. Three credits, first semester. Mrs. Hill.

188. **TEACHING OF ARITHMETIC AND SCIENCE IN THE ELEMENTARY SCHOOL.** Curriculum, materials, methods and specific techniques for the teaching of arithmetic, modern mathematics and science; content selection and arrangement; relationships of science and mathematics with attention to development of exact thinking, concepts, problem solving, and discovery methods. Prerequisite: Education 186, Mathematics 5. Three credits, second semester. Mrs. Hill.

189. **TEACHING OF READING IN THE SECONDARY SCHOOL ACADEMIC SUBJECTS.** An overview of the elementary reading program as a base for understanding and improving techniques for developing skills applicable to the secondary student. Major emphasis upon readiness, comprehension, vocabulary development, silent reading, and oral reading through secondary academic subjects. Three credits, second semester. Mrs. Hill.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. General concern with the principles of effective teaching and learning techniques for individualization of instruction, motivation, evaluation of individual goal achievement, handling extra-class responsibilities, and fostering mental health in the classroom. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester. Mr. Knolle.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observation and teaching on the elementary level in a public school, under the guidance of an experienced teacher and a staff member of the Education Department. Conferences and critiques with cooperating teacher, principal, education department staff member, and academic professors when appropriate. Registration by application. Six credits, first semester. Mrs. Hill.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, education department staff member, and the academic major professor. Registration by application. Six credits, first semester. Mr. Knolle.

198. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Exploration and analysis of specific problems encountered in student teaching; synthesis of materials and methods related to total school curriculum; relationships of measurement, evaluation, observation to identify instructional needs and evaluation of pupil performance. Three credits, first semester. Mrs. Hill.

199. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, and sociologically, based upon the practical experience and observation received from student teaching. Three credits, first semester. Mr. Knolle.

203-204. TUTORIAL. Major field. Three credits each semester of the senior year.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. English B1 is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing (131, 133, 134 or 135), one semester of Shakespeare, and one semester of Major American Writers.

English majors should try to take 101A *before* all specialized courses numbered through 106; 111A *before* all specialized courses numbered through 118; 121A *before* all specialized courses numbered through 124.

B1. INTRODUCTION TO EXPOSITION. See Basic Curriculum, Page 48.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Studies in twentieth century literature of man's attempt to come to grips with reality—with himself, with deity, society, the life force. Emphasis is placed upon the interrelationship of content and form, whether it be in novel, poem, or play. For freshmen only. Three credits, either semester. Mrs. Brown and Mrs. Morrow.

101A. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Three credits, second semester. Miss McGuire. 1963-64.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from Classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Three credits, first semester. 1964-65.

Description of Courses

104. CHAUCER. The minor poems and *Troilus and Criseyde*, as well as *The Canterbury Tales*, with attention to English culture of the Medieval period. Three credits, second semester. 1964-65.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Three credits each semester. First semester, Miss Eldredge; second semester, Mr. Cummins. 1963-64.

111A. ENGLISH LITERATURE FROM MILTON THROUGH THE ROMANTIC ERA, 1616 THROUGH 1832. Significant works in the development of English literature from Milton through the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Three credits, first semester. Mr. Cummins.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Three credits, first semester. Miss Eldredge. 1963-64.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. 1964-65.

121A. ENGLISH LITERATURE, 1832-1900. Works representative of important cultural developments of the period from Arnold to Pater. Three credits, second semester. Mr. Solomon.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Three credits. 1964-65.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, first semester. Miss McGuire. 1963-64.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Eliot, and Faulkner. Three credits each semester. Miss McGuire.

128. TWENTIETH CENTURY WRITERS. Close reading of the poetry and fiction of selected English and American writers; with emphasis on Yeats, Faulkner, Eliot, and Durrell. Three credits, second semester. Mrs. Brown. 1963-64.

131. ADVANCED EXPOSITION. Advanced composition, both descriptive and expository, with emphasis on denotation and connotation, on phrasing and sentence structure, and on the organization of larger writings. Three credits, second semester. Mrs. Morrow.

133, 134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and experimental types of writing. Three credits each semester. First semester, Mr. Solomon; second semester, Mr. Cummins.

135. LITERARY CRITICISM. Fundamental principles for judging literature, from Plato and Aristotle to the present. Related study of appropriate literary works and the writing of original papers as illustration of critical principles. Three credits, first semester. 1964-65.

152. SEMINAR. Advanced, largely independent, studies in a particular problem in literature, a different problem and a different instructor each year; open to qualified juniors and seniors only by permission of the department. In 1963-64, this seminar will be called "Twentieth Century Poetry and Poetics": individual study of selected twentieth century poets and theories of poetry, following intensive examination of Gerard Manley Hopkins' poetic techniques in expressing his world-view, and of the influence of Hopkins' language and versification on poets after 1918. Three credits, second semester. Miss Eldredge.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FRENCH

See Modern Languages, page 71.

GERMAN

See Modern Languages, page 72.

G R E E K

1-2. BEGINNING GREEK. Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester. Mr. McCulloch.

3, 4. INTERMEDIATE GREEK. Xenophon: *Anabasis*; Plato: *Apologia*, *Crito*, and *Phaedo*. Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester. Mr. McCulloch.

H I S T O R Y

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

B1, 2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 46.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. 1964-65.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-

antique world, including its art and archaeology. Three credits, second semester. 1964-65.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester. Mr. Fowler. 1963-64.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and the arts of the period. Three credits, second semester. Miss Freeman. 1963-64.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester. Mr. Borsody. 1963-64.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester. Mr. Borsody. 1963-64.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture out of Celtic and Anglo-Saxon origins through the eighteenth century. Major attention is given developments consequent to the Tudor era, including the First British Empire, with appropriate emphasis upon social, economic, and intellectual as well as political change. Three credits, first semester. Mr. Smith. 1963-64.

132. HISTORY OF MODERN BRITAIN, THE EMPIRE, AND THE COMMONWEALTH. The continuing development of British institutions and culture through the nineteenth and twentieth centuries. Domestic political reform, economic and social change, intellectual ferment, and the rise, decline, and transformation of the empire are emphasized. The conclusion stresses evaluation of the British contribution

to and role in contemporary civilization. Three credits, second semester. Mr. Smith. 1963-64.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. 1964-65.

152. HISTORY OF SOVIET RUSSIA. The crisis of Tsarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. Mr. Borsody. 1963-64.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester. Mr. Andrews.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester. Mr. Andrews.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the Colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. Mr. Andrews. 1963-64.

164A. SEMINAR: PROBLEMS IN SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. Permission of instructor. Three credits, second semester. Mr. Andrews. 1963-64.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester. History Faculty.

183. SURVEY OF AFRICAN HISTORY. Survey of the history of Africa from the pre-Medieval period to the present, with special emphasis on the growth of African states and empires, the impact of Islam, and the development and breakup of the age of Imperialism. Three credits, second semester. Mr. Lemarchand. 1963-64.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

L A T I N

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirements in Latin. Three credits each semester.

M A T H E M A T I C S

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics B1-B2, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. Any student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, second semester. Mr. Beck.

B1—. ELEMENTARY MATHEMATICAL PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of

mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester. Mr. Richey and Mr. Beck.

B2. ELEMENTARY MATHEMATICAL PHYSICS II. A continuation of Elementary Mathematical Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester. Mr. Richey and Mr. Beck.

10. ELEMENTARY STATISTICS. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, first semester. Mr. Beck.

101. ANALYTIC GEOMETRY AND CALCULUS II. The logarithmic, the exponential, and the inverse trigonometric functions. Integration techniques. Vector algebra with applications to analytic geometry. Curves and surfaces. Prerequisite: Mathematics B2. Three credits, first semester. Mrs. Becker.

102. ANALYTIC GEOMETRY AND CALCULUS III. Sequences, infinite series, improper integrals. Set functions. Multiple integration. Differential calculus of scalar fields. Linear differential equations. Prerequisite: Mathematics 101. Three credits, second semester. Mrs. Becker.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics B2. Three credits, first semester. 1964-65.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101. Three credits, second semester. 1964-65.

107. **ADVANCED GEOMETRY.** Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 102. Three credits, first semester. Mr. Beck. 1963-64.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester. Mr. Beck.

203-204. **TUTORIAL.** Three credits each semester. Mathematics Faculty.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 are prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 13.) The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated to the formal classroom experience. In addition, informal conversational meetings with native speakers are provided at graded levels throughout the year. These are required of foreign language majors and are recommended for all language students.

FRENCH

1-2. **BEGINNING FRENCH.** The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester. First semester, Mr. McLaren; second semester, Mrs. Cooper.

3, 4. **INTERMEDIATE FRENCH.** Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester. Mrs. Cooper and Mr. Friedman.

101, 102. **SURVEY OF FRENCH LITERATURE.** An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism, and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester. Mr. McLaren and Mr. Friedman.

103, 104. **CONVERSATION AND COMPOSITION.** An advanced course of two semesters in sequence emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester. Mr. McLaren.

105. **PHONETICS.** An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester. Mr. Friedman.

107, 108. **LITERATURE OF THE SEVENTEENTH CENTURY.** First semester: The classic theatre. A study of the comedies and tragedies of Corneille, Racine, and Moliere. Second semester: Prose and poetry of the classic age. A study of the works of La Rochefoucauld, La Bruyere, La Fontaine, etc. Prerequisite: French 101, 102. Three credits each semester. 1964-65.

109, 110. **LITERATURE OF THE EIGHTEENTH CENTURY.** The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester. Mr. Friedman. 1963-64.

112. LITERATURE OF THE NINETEENTH CENTURY. The main literary schools in prose and poetry with emphasis on the Romantic. Parnassian and Symbolist poets from Lamartine through Leconte de Lisle and Baudelaire to Mallarmé. Prerequisite: French 101, 102. Three credits, second semester. Mr. McLaren. 1963-64.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valéry; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, Bernanos, and Camus. Prerequisite: French 101, 102. Three credits each semester. 1964-65.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: French 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novel in the Nineteenth Century.

B—Literary Theory and Criticism from Boileau to Sartre.

C—Literature of the French Renaissance.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Mr. Lo Cicero.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester. Mr. Lo Cicero.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to

the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied*, the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester. Mr. Lo Cicero.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. Mr. Lo Cicero. 1963-64.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester. 1964-65.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Mr. Lo Cicero. 1963-64.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester. 1964-65.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.

B—The Drama in the Nineteenth Century.

C—Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL. Three credits each semester.

R U S S I A N

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester. Mrs. Lehrman.

3, 4. INTERMEDIATE RUSSIAN. Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester. Mrs. Lehrman.

S P A N I S H

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester. Mr. Harter.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester. Mr. Harter.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester. Mrs. Bourgeois.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing: First semester, correct speech and pronunciation; Second semester, free composition and translation from English texts. Prerequisite: satisfactory score on Spanish placement tests and permission of department. Two credits each semester. 1963-64.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of Hispanic America. First semester: the Conquest, Colonial period, and nineteenth century. Second semester: the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester. 1964-65.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. 1964-65.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Mr. Harter. 1963-64.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Mr. Harter. 1963-64.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A—Literature of the Eighteenth Century.

B—The "Caballero" and the "Picaro" in Early Spanish Literature.

C—Spanish Poetry from Its Beginning to the Golden Age.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through performance, either in departmental recital or

public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 114.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairmen of each of these departments.

MATERIALS OF MUSIC

1-2. **ELEMENTARY HARMONY.** A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester. Mr. Coyner.

11. **MUSICAL PERCEPTION.** Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student who has little or no knowledge of music as a language. Three credits, first semester. Mr. Wichmann.

101-102. **ADVANCED HARMONY.** Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester. Mr. Coyner. 1963-64.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue, Three credits each semester. 1964-65.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester. 1964-65.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. 1964-65.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Mr. Wichmann. 1963-64.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Mr. Wichmann. 1963-64.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. Mr. Malfatti. 1963-64.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. 1964-65.

117. THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT. A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. 1964-65.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. Mr. Malfatti. 1963-64.

121-122. **HISTORY OF FORM.** The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. Mr. Coyner. 1963-64.

141, 142. **ADVANCED PROBLEMS IN MUSIC.** Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. **TUTORIAL.** Three credits each semester. Music Faculty. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. **APPLIED MUSIC.** (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles. Mr. Spinelli.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing. Mr. Wichmann.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature. Mr. Malfatti.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools. Mr. Stolarevsky.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation. Mr. Stolarevsky.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

E N S E M B L E

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester. Mr. Malfatti.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester. Mr. Stolarevsky.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester. Mr. Stolarevsky.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy B151, B152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

P H I L O S O P H Y

B151, B152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 47.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. 1964-65.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. 1964-65.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. 1964-65.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. 1964-65.

105. SOCIAL PHILOSOPHY. (Identical with Political Science 113.) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Mr. Hayes. 1963-64.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. 1964-65.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester. Mr. Arnett. 1963-64.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, second semester. Miss Taylor. 1963-64.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Miss Taylor. 1963-64.

141, 142. **INDEPENDENT STUDIES.** A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. **TUTORIAL.** Three credits each semester. Philosophy Faculty.

RELIGION

1. **OLD TESTAMENT.** An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, second semester. Mr. Wright. 1963-64.

2. **NEW TESTAMENT.** A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits. Not offered 1963-64.

3. **JUDAISM AND CHRISTIANITY IN AMERICA.** A study of Judaism, Roman Catholicism, Protestantism, and the sects in their American setting, with special attention to their inter-relationships between religion and culture, church and society, theology and polity. Three credits. Not offered 1963-64.

4. **WORLD RELIGIONS.** An introductory study of the great living religions of the world, apart from Judaism and Christianity. Primitive religion, Hinduism, Buddhism, Confucianism, Taoism, and Islam will be examined in their historical, sociological, literary, and religious aspects. Three credits. Not offered 1963-64.

7. **RELIGION AND CONTEMPORARY LITERATURE.** A study of modern novels, plays, and poetry leading to a discovery of problems raised in this literature about the nature of man, his world, and his attitudes toward the world. An effort to see these issues as theological problems and to give them focus within such a context. Authors such as William Faulkner, Tennessee Williams, Arthur Miller, William Inge, Ignazio Silone, and Albert Camus may be included. Three credits, first semester. Mr. Wright. 1963-64.

8. BASIC CHRISTIAN THEOLOGY. A study of the classical formulations of Christian belief traced through their historical development, but with primary emphasis upon modern expressions of Christian faith afforded by contemporary theologians. Three credits, second semester. Mr. Wright. 1963-64.

112. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits, first semester. Mr. Wright. 1963-64.

113. RELIGIOUS EXISTENTIALISM. A critical examination of the thought of major religious existentialist thinkers as well as an examination of non-religious existentialists on religious thought. Prerequisite: Philosophy B151. Three credits. Not offered 1963-64.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, each semester, by arrangement.

See also Anthropology 121. SEMINAR: PRIMITIVE RELIGION, page 94.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work in physical education. One semester (one credit) must be taken in the area of Dance and one semester (one credit) in the area of Aquatics. The area of Aquatics may be exempted by a performance test. The remaining two credits may be elected from the other departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or

limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

AQUATICS. Each course is of one semester's duration and carries one credit. Mrs. Blayden.

- 51—Swimming (Beginning)
- 52—Swimming (Intermediate)
- 54—Life Saving (Red Cross Senior)
- 55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit. Mrs. Duggar.

- 40 — Basic Dance
- 41 — Folk Dance
- 44 — Modern Dance (Beginning)
- 45 — Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is one semester's duration and carries one credit. Mrs. Blayden and Miss McGrath.

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|---------------------------|--------------------------|
| 11—Archery | 22—Tennis (Beginning) |
| 13—Badminton | 23—Tennis (Intermediate) |
| 15—Bowling | 31—Basketball |
| 16—Fencing (Beginning) | 33—Hockey |
| 17—Fencing (Intermediate) | 35—Softball |
| 18—Golf | 37—Volleyball |
| 18S—Golf | 39—Officiating |

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

- Body mechanics
- Recreational games and activities
- Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in all sports and aquatics.

PHYSICS

B1-B2. ELEMENTARY MATHEMATICAL PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism, and light. Three recitations and one two-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester. Mr. Richey.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester. Mr. Keefe. 1963-64.

103. AMERICAN GOVERNMENT. A study of American government—national, state, and local. Three credits, second semester. Mr. Ossman. 1963-64.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas, and interstate relations. Three credits, second semester. 1964-65.

Description of Courses

110. **CONSTITUTIONAL LAW.** This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce, and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. 1964-65.

111. **INTERNATIONAL RELATIONS.** The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester. Mr. Chastain. 1963-64.

112. **UNITED STATES FOREIGN POLICY.** An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester. Mr. Chastain. 1963-64.

113. **SOCIAL PHILOSOPHY.** (Identical with Philosophy 105.) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. 1963-64.

115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Field work in political campaigns. Three credits, first semester. 1964-65.

116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. 1964-65.

118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic, and cultural organizations. Three credits, second semester. 1964-65.

120. **GOVERNMENT AND THE ECONOMY.** (Identical with Economics 113). An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, first semester. 1964-65.

125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization, and functions of the governments of the principal countries of the world. Three credits, second semester. Mr. Ossman. 1963-64.

131. **SEMINAR IN AMERICAN POLITICS.** Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Three credits, second semester. Mr. Keefe. 1963-64.

131A. **SEMINAR: AMERICAN FOREIGN POLICY.** A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the military and economic means available for the pursuit of national objectives. Permission of instructor. Three credits, second semester. 1964-65.

133. **SEMINAR: GOVERNMENT AND THE ECONOMY.** (Identical with Economics 133.) An analysis of the major theoretical works in the fields of political science, economics, and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, first semester. Mr. Ossman. 1963-64.

135. **AMERICAN POLITICAL THEORY.** An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, first semester. 1964-65.

141. **INDEPENDENT STUDIES.** An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, first semester, 1963-64.

183. **COMPARATIVE POLITICAL SYSTEMS OF MIDDLE AFRICA.** A comparative study of the governments of independent states and dependent territories south of the Sahara and north of the Union of South Africa, with special emphasis on colonial policies and nationalism. Three credits, second semester. Mr. Lemarchand. 1963-64.

184. **CONTEMPORARY PROBLEMS OF SUB-SAHARAN AFRICA.** Seminar on current problems and issues of Sub-Saharan Africa, conducted with the participation of visiting lecturers. Particular attention will be paid to nationalism, tribalism, and Pan-Africanism in relation to the problems of nation-building. Restricted to properly qualified students. One credit, second semester. Mr. Lemarchand. 1963-64.

203-204. **TUTORIAL.** Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of twenty-nine hours in the department, including Psychology B1-B2, 102-103, 105, 132, and 203-204.

101. **INTRODUCTION TO PSYCHOLOGY.** A one-semester introduction to the scientific study of the behavior of organisms. The course, as does Psychology B1-B2, serves as the prerequisite for most other departmental offerings, but no laboratory experience is included. Three credits, second semester. Mr. Lackner.

B1-B2. **GENERAL PSYCHOLOGY.** An introduction to the scientific study of behavior, with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum per week. Three credits each semester. Mr. Lackner and Mr. Reynolds.

102, 103. **EXPERIMENTAL PSYCHOLOGY.** An introduction to research techniques and experimental design in psychology. Experiments in various areas of general psychology will be performed by the student.

May be elected by nonmajors only with permission of the instructor. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology B1-B2 and 105, or Psychology 101 and 105. Three credits each semester. Mr. Hood.

105. **ELEMENTARY STATISTICS.** Should be elected during the sophomore year by students planning to major in psychology. Three credits, first semester. See Mathematics 10.

107. **TESTS AND MEASUREMENTS.** A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits, first semester. Mr. Lackner.

108. **THEORETICAL PROBLEMS OF LEARNING.** A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester. Mr. Ray. 1963-64.

111. **SOCIAL PSYCHOLOGY.** A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 101 or Sociology 103 or consent of instructor. Three credits, first semester. Mr. Hood.

113. **THEORIES OF PERSONALITY.** A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved directly or indirectly from this view. Whenever possible original source material will be used. Three credits, first semester. Mr. Loiselle. 1963-64.

120. **ABNORMAL PSYCHOLOGY.** A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology 101 and permission of the instructor. Three credits, first semester. Mr. Lackner.

126. **PHYSIOLOGICAL PSYCHOLOGY.** An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite:

Description of Courses

Biology B1 or Psychology 101. Three credits, second semester. Mr. Loiselle. 1963-64.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of juniors. Two credits, second semester. Psychology Faculty.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester. Psychology Faculty.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology B1, B2 or Psychology 101 and 102. Three credits, first semester. Mr. Hood. 1964-65.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

Russian

See Modern Language, page 74.

Spanish

See Modern Language, page 74.

SOCIOLOGY AND ANTHROPOLOGY

I. The Program for Sociology Majors

The program for sociology majors offers two areas of concentration: (A) Social Problems and (B) Social Theory. Students in both areas will take some courses in each area so as to have a balanced program and to have an adequate background for graduate work. A minimum of thirty hours of sociology and anthropology courses, including the tutorial, is required.

All students majoring in sociology whether concentrating in Social Problems or Social Theory will take:

Chatham College

- a. Sociology 103. Elements of Sociology
- b. Sociology 106. Social Disorganization
- c. Either Anthropology 101. Early Man and Society *or*
Anthropology 102. Cultural Anthropology
- d. Sociology 131. Social Research Methods
- e. Sociology 130. Advanced Social Theory
- f. Sociology 203-204. The Tutorial

In addition to the above, students are expected to take the following courses in their area of concentration:

A. Social Problems Area:

- g. Either Sociology 111. The Family *or* Sociology 115. Collective Behavior
- h. Either Sociology 118. Juvenile Delinquency *or* Sociology 120. Criminology
- i. One course of the group: Sociology 108. Urban Community; Sociology 116. Industrial Sociology; *or* Sociology 122. Human Ecology
- k. Mathematics 10. Elementary Statistics

B. Social Theory Area:

- g. One course of the group: Sociology 108. Urban Community; Sociology 116. Industrial Sociology; Sociology 122. Human Ecology
- h. One course of the group: Sociology 111. The Family; Sociology 118. Juvenile Delinquency; Sociology 120. Criminology
- i. Either Sociology 123. Political Sociology *or* Sociology 132. Sociology of Knowledge

Students wishing to do independent study may elect Sociology 141 or 142.

Further Requirements:

All sociology majors are asked to take at least six hours in other social sciences distributed among Political Science 103. American Government; Economics 103. The American Economic System; Psychology 101. Introduction to Psychology. Students in the Social Problems area are urged to take Psychology 120. Abnormal Psychology.

II. The Program for an Anthropology Concentration

Students electing to concentrate in anthropology are expected to take a minimum of thirty hours, including the tutorial, in the department of sociology and anthropology. This requirement includes:

- a. Anthropology 101. Early Man and Society
- b. Anthropology 102. Cultural Anthropology
- c. One semester course from regional Anthropology courses:
 - Anthropology 111. Asian Communities
 - Anthropology 112. Latin American Communities
 - C-325. Peoples of the Middle East (taken at Carnegie Tech)
 - C-326. Contemporary Africa (taken at Carnegie Tech)
- d. One semester course from social anthropology courses:
 - Anthropology 119. Racial and Ethnic Groups
 - Anthropology 121. Primitive Religion
 - Anthropology 122. Comparative Social Organization
 - Culture and Personality B105. (Only if taken in addition to Political Science B105. World Issues.)
- e. Sociology 103. Elements of Sociology
- f. Sociology 130. Advanced Social Theory
- g. Sociology 131. Social Research Methods
- h. One course from the Social Theory Area. (See *Area B* page 90.)
- i. Sociology 203-204. The Tutorial

Further Requirements:

Students concentrating in anthropology will be expected to take at least six hours distributed in one or more of the related disciplines: biology, economics, history, political science, and psychology. Mathematics 10. Elementary Statistics is recommended.

Students intending to do graduate work in anthropology should take into account that a requirement for the advanced degree is a reading knowledge of two foreign languages, normally French and German, and that familiarity with statistics is expected.

Sociology

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life with special emphasis upon social interaction. Social organization including the concept of social structure;

class, caste, race; community ecological aspects and institutions. Three credits, either semester. First semester, Miss Elliott; second semester, Mr. Friedman.

106. **SOCIAL DISORGANIZATION.** An application of sociological principles to the problems of personal, family, community, and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism, and war. One third of the course time will be devoted to a seminar in social problems. The class will be divided into small units for the seminars. Field trips. Three credits, second semester. Miss Elliott.

108. **URBAN COMMUNITY.** The characteristic patterning of the contemporary urban community through the world and especially in the United States. An attempt to understand its present status and problems will be made through an analysis of causative factors of an ecological, cultural, economic, and political nature. An analysis of the units of community organization. Firsthand experience with aspects of urban society will be gained through field trips and through field research. Three credits, second semester. Mr. Friedman. 1963-64.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Three credits, first semester. Miss Elliott. 1963-64.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and nonformal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revivals, political movements, revolutions. Students will visit political rallies and other group phenomena which partake of mass behavior. Three credits, first semester. 1964-65.

116. **INDUSTRIAL SOCIOLOGY.** A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industry with other institutions. Three credits, second semester. 1964-65.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing aspects of juvenile delinquency. The Juvenile Court. Theories of delinquency. Current research as to the nature of factors in delinquency and their subsequent adjustment. Clinical and institutional treatment and probation work. Preventive projects in delinquency. Field trips to juvenile institutions. Three credits, second semester. 1964-65.

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Primitive crime. Modern crime. Statistics with reference to crime and criminals. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction, and the treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Three credits, second semester. Miss Elliott. 1963-64.

122. **HUMAN ECOLOGY.** Human behavior in relation to social environment and natural resources with special emphasis upon population distribution. The changing rural population. The patterning of urban, metropolitan, and satellite cities. Ecological processes. Special types of communities and factors in their growth and development. Three credits, second semester. Mr. Friedman. 1963-64.

123. **POLITICAL SOCIOLOGY.** Sociological analysis and theories of political activity with major emphasis on the United States with some consideration of European developments. Political institutions in relation to other social institutions. In groups, out groups. Political conflict. Political leaders. Bureaucracy and personality. Local community norms and political activity. Expanding areas of political activity. Problems of maintaining democracy. Three credits, first semester. Mr. Friedman. 1963-64.

130. **ADVANCED SOCIAL THEORY.** An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Three credits, first semester. Miss Elliott. 1963-64.

131. **SEMINAR: SOCIAL RESEARCH METHODS.** Scientific research techniques and their application to specific social data. Three credits, first semester. Mr. Friedman. 1963-64.

132. SEMINAR: SOCIOLOGY OF KNOWLEDGE. An examination of Social Theory with special reference to the sociology of knowledge. Three credits, second semester. 1964-65.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester. Sociology Faculty.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

Anthropology

101. EARLY MAN AND SOCIETY. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester. Mr. Adelman. 1963-64.

102. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 101 recommended but not a prerequisite. Three credits, second semester. Mr. Adelman. 1963-64.

111. SEMINAR: ASIAN COMMUNITY CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in the Far East. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, first semester. Mr. Adelman. 1963-64.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Three credits, first semester. Mr. Friedman. 1963-64.

121. SEMINAR: PRIMITIVE RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, first semester. Mr. Adelman. 1963-64.

122. SEMINAR: COMPARATIVE SOCIAL ORGANIZATION. Selected problems in the cross-cultural study of the family, political organization, and social stratification. Prerequisite: Sociology 103 or Anthropology 102. Three credits, second semester. 1964-65.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester. Sociology Faculty.

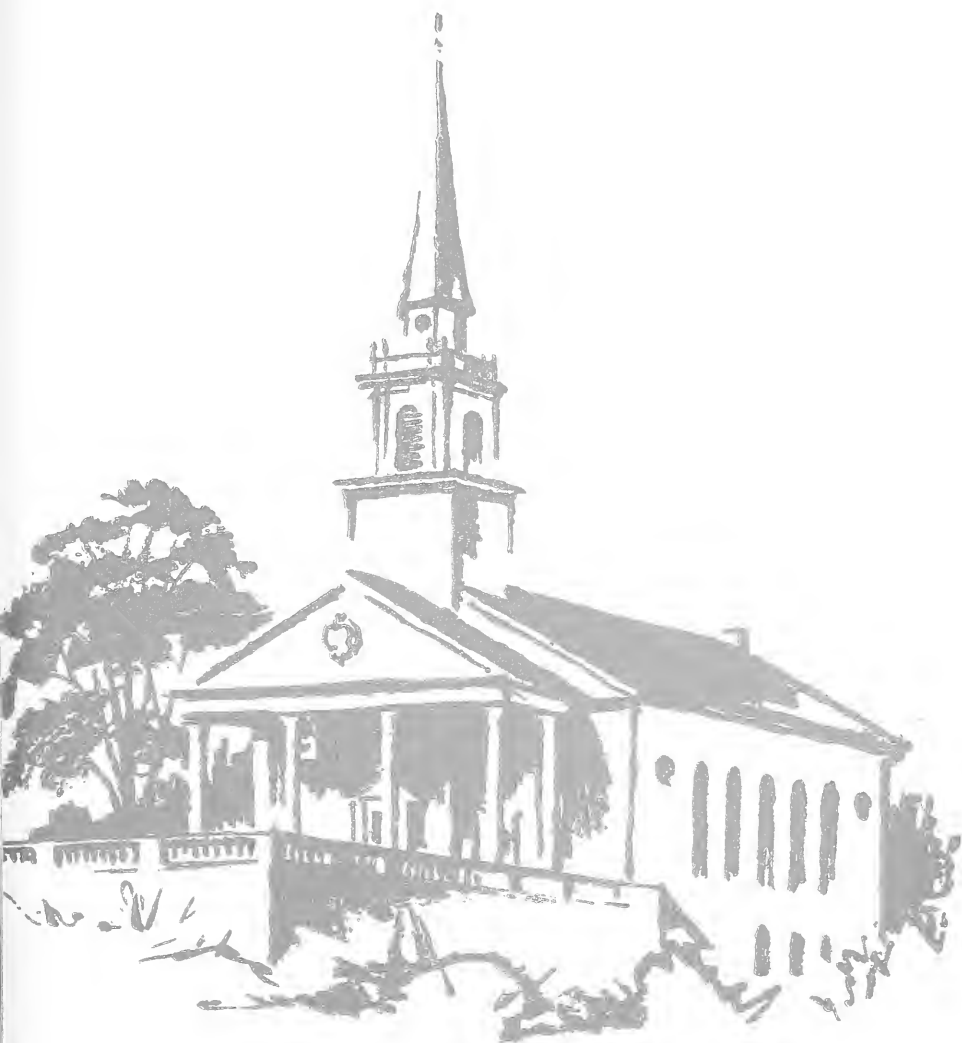
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

1, 2. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting for personal needs or for later professional purposes. Three hours each semester. No credit. Mrs. Weinberg.

3, 4. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, and with some dictation and transcription. Three hours each semester. No credit. Mrs. Weinberg.



COLLEGE PROCEDURES



Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, *applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board*. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement

Tests in December or January of the senior year in high school.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey.

A Bulletin of Information containing procedures for filing applications, payments of fees, lists of examination centers, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1963-64 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 7, 1963; January 11, 1964; March 7, 1964; May 2, 1964; and July 8, 1964. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232, requesting an application blank.
2. Complete and return the application blank before March 1 to the Admissions Office. A processing fee of twenty dollars (\$20.00) which is not refundable must be enclosed.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with an alumna representative. (See pages 141-144.)
4. Take the College Entrance Examination Board tests, the Scholastic Aptitude Test (preferably in December), and three Achievement Tests (preferably in January), and request the Board to report the results of these tests to the college.

Upon receipt of the application from the applicant, the college will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the college by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to able students whose *single* college choice is Chatham is in effect at Chatham College. Well qualified applicants who apply before October 15 of the senior year in high school and whose credentials

include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year, will be granted admission as early as mid-November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings, at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions*. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Executive Dean.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a degree student. If she is accepted, regulations governing full-time students become effective, including a year's work of not less than twelve hours a semester on the senior level.

Students who withdraw voluntarily and then later seek reinstatement follow the same procedures described for transfers into Chatham from other colleges. (See page 102.) Their completed applications should be directed to the Admissions Office no later than January 1 for the second semester or March 1 for the first semester. Such applications normally are acted upon with those of students new to the college.

The college does not grant leaves of absence except as mentioned below. When it is necessary that a student withdraw for some emergency reason her later reinstatement must be based on the college's best judgment about her prospects for academic adjustment as well as the availability of dormitory space. Such students make application as described above.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in approved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grades of E and I are substitute grades. The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Executive Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at $\frac{1}{2}$, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with B averages, 3.00, in the preceding semester and a 2.5 cumulative average may carry one additional hour with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit for which she registered.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman; duplicates of these are sent to parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited provided this is approved by the Faculty Advisor and by the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for a late examination is \$5.00 per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first six weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar preferably in early May, not later than June 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with superior academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by their study, the approval of their Major Advisor and of the Executive Dean. There are a number of approved programs which welcome well qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. Preparation in the language is of course prerequisite to successful study. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University,

Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstance noted on page 115 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily

from the college during the school year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The college may, upon the recommendation of the college physician, request that a student withdraw for reasons of health.

Return to the college after withdrawal at any time is subject to reapplication and acceptance for admission.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college would be detrimental to her health or to the health of others.

A student is assumed by the college to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the college community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the college and all members of the college community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the college, will constitute a violation of college policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw even though no specific charge may be made against her. A special probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. The student is also advised to limit her own social activities. A student on probation whose most recent semester average does not show substantial improvement may be dismissed.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty, (Washington Semester, Study Abroad, etc.).

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1963-64. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

F E E S

Application for admission\$20.00
The application fee is not refundable (see page 101) and is not credited on any college bill.

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	\$2450.00
Student Activities Fee	40.00
	<hr/>
	\$2490.00

Payable:

Upon acceptance.....	\$ 150.00
On or before opening of the college in September	1240.00
On or before January 15.....	1100.00
	<hr/>
	\$2490.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1400.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1440.00

Payable:

Upon acceptance.....	\$ 150.00
On or before opening of the college in September.....	665.00
On or before January 15.....	625.00
	<hr/>
	\$1440.00

Non-degree students will be charged at the rate of \$47.00 for each semester hour scheduled.

An advance payment of \$150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the college. Unless the college has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a \$5.00 fee.

The Student Activities fee has been established by the Community Government Association and entitles each student to all student publications, admission to the Winter Prom, the Spring Prom, college plays and concerts, and other public programs, and membership in the Chatham Recrea-

tion Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of \$7.50 per term to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week\$110.00

One half-hour lesson per week\$ 55.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The college physician charges the student for his services and the college bills the student. See Health Services, page 151.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of respectability and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the college requires, must pay a late examination fee of \$5.00. While the college does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her college work until all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the Pittsburgh National Bank, Mellon National Bank and Trust Company, or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are: (1) financial need, (2) academic average, (3) good work performance, and (4) contribution to the community. Financial aid awards range from \$100 to \$2450 per year.

Three kinds of financial aid are offered to students with need: academic grant; guaranteed work; and loan. An academic grant is awarded only in conjunction with guaranteed work. An academic grant is a college award available to students with good academic achievement. A guaranteed work scholarship entails work responsibilities on campus and amounts from \$200 to \$300 per year. The amount of assign-

ed work hours varies from six to nine hours per week.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Qualified freshmen may borrow up to \$400; sophomores, up to \$600; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a \$20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon re-application by the student and are renewed if she has financial need, if she maintains the required academic average, and if she has fulfilled her guaranteed work responsibilities. Applications for sophomores, juniors, and seniors are obtained from the Secretary of the Financial Aid Committee in the spring of each year.

A number of endowed scholarships and scholarships contributed by individuals and groups (see name scholarships) are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following scholarships are awarded to upperclassmen by the Financial Aid Committee.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the college from 1878 to 1894.

THE MARY HAWES NEVIN SCHOLARSHIP fulfills a wish expressed by the late Mary Hawes Nevin, an alumna of the class of 1896, for a yearly scholarship bearing her name.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the college in the class of 1913.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chat-ham students.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is

given to a student from the New England area and to a daughter of an alumna.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the college from 1935 to 1945.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the college in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the college who is in need of financial assistance.

THE WASHINGTON, D.C., ALUMNAE CITY SCHOLARSHIP, established in 1961, provides funds for scholarship aid, preferably for a student from the club area.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the college, *Chatham College: The First Ninety Years*.

THE MARIA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE FRANI ZIMMERMAN KLINE ELEMENTARY EDUCATION SCHOLARSHIP is awarded annually to any elementary education student requiring financial aid. This scholarship was established as a memorial to the late Frani Zimmerman Kline of the class of 1958.

SPECIAL CRITERIA SCHOLARSHIPS

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

ANNUAL AWARDS

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the college in service, character, and leadership.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the college.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in drama and speech.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 through the generosity of Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

SPECIAL FUNDS

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the college in 1932 through the will of the late Cora Helen Coolidge, former president of the college. The income from this fund is to supply books for the Library.

THE HELEN IRWIN AND JAMES E. MACCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 and revised in purpose and amount in 1963. The principal portion of the income is to be used to enrich the college's work in the field of philosophy and related disciplines, especially those concerned with values. The Fund supports the Gillespie Professorship, brings visiting lecturers to the campus, provides for faculty leaves, and allows for the enlargement of the library collection.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

Chatham College

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the library collection.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for library acquisitions.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE WHERRETT ENDOWMENT FUND was established by The Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

A gift from the Wherrett Fund also makes possible low-rate rental by students, faculty, and staff of reproductions of paintings.

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

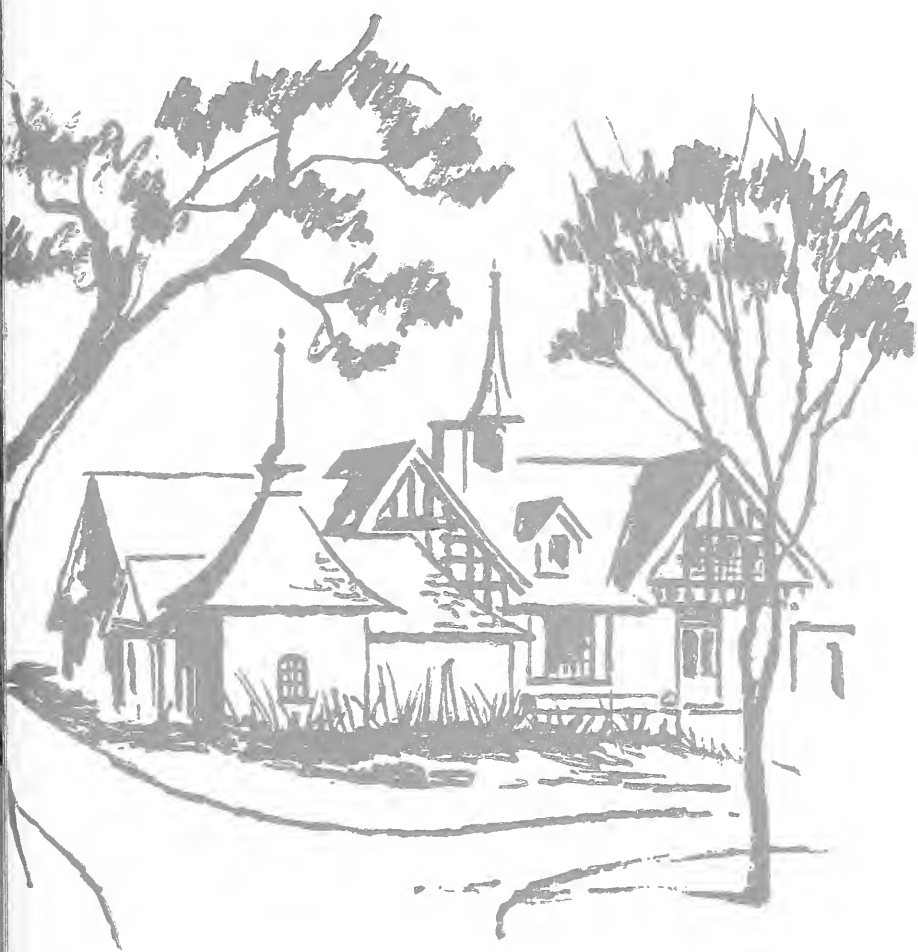
THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders in the arts and sciences.

The WHERRETT MICROFILM LIBRARY FUND, established in 1963, provides for the permanent collection of The New York Times on microfilm and for microfilm equipment.

THE VIRA I. HEINZ GRANT supports an annual series of lectures by leading philosophers and theologians. The grant, extending for three years beginning in 1962, was awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.





ORGANIZATION

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Administration

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Peggy S. Clagett, Secretary

*DORIS CROZIER, B.A., M.A.*Special Assistant to the President*

ACADEMIC ADMINISTRATION

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Barbara Tener, Secretary

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Dorothea Ritt, Assistant

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BARBARA J. LEWIS, B.S., M.A.*Dean of Students*

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Virginia Newman, Secretary

ROBERT H. LOISELLE, B.A., Ph.D.*Clinical Psychologist*

MARY RITA TASCKETTA, B.A., M.A.*Director of Placement*
and Head Resident, Mellon Hall

SARA L. STUMP, B.A., M.S.*Director of Residence Halls and*
Head Resident, Woodland Hall

WINIFRED C. BAUMAN*Head Resident, Pelletreau Hall*

ILSE HAEBERLE*Head Resident, Berry Hall*

SARA M. McGRATH, B.S.*Head Resident, Beatty Hall*

LEE MCGREGOR*Head Resident, Dilworth Hall*

BERTHA M. TREASURE*Head Resident, Benedum Hall*

VIRLEA H. WOODS*Head Resident, Fickes Hall*

EVALUATION SERVICES

LILY DETCHEN, B.A., M.A., Ph.D.*Director of Evaluation*
Services

Irene Lawlor, Secretary

*For 1963-64 under grant from the Phillips Foundation Internship Program.

**For the academic year 1963-64.

COLLEGE RELATIONS

- REINALD McCRUM, B.S., M.P.H. *Secretary of the College*
Bettie S. Richter, Secretary
- JANE A. SHAW, B.A. *Director of Public Relations*
- VIDA DEMAS, B.A. *Assistant Director of Public Relations*
Dolores R. Moore, Secretary
- RUTH HUNTER SWISSHELM, B.A. ... *Director of Alumnae Affairs*
Margaret M. Heiman, Secretary

ADMISSIONS

- PEGGY DONALDSON, B.A. *Director of Admissions*
- MARCIA SMILEY, B.A. *Admissions Counselor*
- BARBARA J. CHEW, B.S., M.Ed. *Admissions Counselor*
Doris Bierlein, Secretary

LIBRARY

- BENJAMIN B. RICHARDS, B.A., B.S. in L.S., M.A. *Librarian*
- JOAN BECKER, B.A., M.L.S. *Assistant Librarian in Charge*
of Technical Service
- DONNA E. FENNER, B.A., B.S. in L.S. *Assistant Librarian in*
Charge of Circulation and Reference
Rosalie Hood, Secretary

BUSINESS OFFICE

- BURT E. ASHMAN, Ph.B. *Business Manager*
Mary D. Strichko, Secretary
- HANNA GUNDERMAN, B.A., M.Ed. *Bursar*
Anna E. Weigand, Cashier
Florence E. Bayer, Bookkeeper
Barbara Laslow, Secretary
- ROWLAND H. ASTON *Superintendent of Maintenance*
- DAVID S. HOBURG *Bookstore Manager*

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- WILLIAM L. BAIR, B.A., M.D. *Consulting Psychiatrist*
- MARY LOUISE RIEFER, R.N. *Resident Nurse*

Faculty

- EDWARD D. EDDY JR.*President*
B.A., Cornell University; B.D., Yale University; Ph.D., Cornell
University; LL.D., Thiel College.
- DAVID HENDERSON*Executive Dean*
B.A., Westminster College; M.A., Ph.D., University of Pitts-
burgh.
- BARBARA J. LEWIS*Dean of Students*
B.S., Wheaton College; M.A., Northwestern University.
- REINALD McCRUM*Secretary of the College*
B.S., Springfield College; M.P.H., University of North
Carolina.
- BENJAMIN B. RICHARDS*Librarian*
B.A., State College of Iowa; B.S. in L.S., Western Reserve
University; M.A., Claremont Graduate School.

EMERITUS FACULTY

- MARY HELEN MARKS, B.A., M.A., L.H.D.*Dean Emeritus*
HELEN CALKINS, B.A., M.A., Ph.D.*Professor of Mathematics*
ARTHUR L. DAVIS, B.A., M.A., Ph.D.*Professor of German*
CARLL W. DOXSEE, B.A., M.A., Ph.D.*Professor of English*
LABERTA DYSART, B.A., M.A.*Professor of History*
EDGAR M. FOLTIN, J.U.Dr., Dr. habil*Professor of Psychology*
VANDA E. KERST*Professor of Speech*
EFFIE L. WALKER, B.A., M.A.*Assistant Professor of History*
HELENE WELKER, B.A.*Associate Professor of Music*

PROFESSORS

- J. CUTLER ANDREWS (1947)*History*
B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard Uni-
versity.

Date in parenthesis indicates date of first appointment

- STEPHEN BORSODY (1948)*History*
 Doctor of Judicial and Political Science, Charles University,
 Prague.
- FRANCES ELDREDGE (1953)*English*
 B.A., Wellesley College; M.A., Tufts University; Ph.D., Uni-
 versity of Chicago.
- MABEL A. ELLIOTT (1947)*Given Professor of Sociology*
 B.A., M.A., Ph.D., Northwestern University.
- PHYLLIS M. FERGUSON (1943)*Drama*
 B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.
- DAVID HENDERSON (1961)*Sociology*
 B.A., Westminster College; M.A., Ph.D., University of Pitts-
 burgh.
- WILLIAM J. KEEFE (1952)*Political Science*
 B.S., Illinois State University; M.A., Wayne State University;
 Ph.D., Northwestern University.
- JAMES McLAREN (1956)*Buhl Professor of French*
 B.A., M.A., Dalhousie University; Ph.D., Columbia University.
- EARL K. WALLACE (1925)*Chemistry*
 B.A., The Pennsylvania State University; M.A., Ph.D., Colum-
 bia University.
- RUSSELL G. WICHMANN (1946)*Music*
 Mus.B., Lawrence College; M.S.M., Union Theological Sem-
 inary; Student of LaVahn Maesch, Clarence Dickinson, Marcel
 Dupré.

ASSOCIATE PROFESSORS

- FRED ADELMAN (1962)*Anthropology*
 B.A., Yale University; M.A., Ph.D., University of Pennsylvania.
- *WILLARD E. ARNETT (1957)*Philosophy*
 B.A., Berea College; M.A., Ph.D., Columbia University.
- NATALIE BARISH (1954)*Biology*
 B.A., Goucher College; M.A., Indiana University; Ph.D., Ohio
 State University.

*On leave first semester 1963-64

- WILLIAM A. BECK (1958)*Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.
- PATIENCE T. BLAYDEN (1953)*Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.
- LILY DETCHEN (1948)*Director of Evaluation Services*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.
- MILDRED T. EVANSON (1945)*Drama*
B.A., M.A., University of Wisconsin.
- HUGH A. HARTER (1961)*Spanish*
Director of the Language Laboratory
B.A., Ohio State University; M.A., Mexico City College; Ph.D., Ohio State University.
- MARGARET K. HILL (1955)*Education*
B.S., Concord College; M.Ed., Ed.D., Boston University.
- WILLIAM R. HOOD (1962)*Psychology*
B.S., M.S., Ph.D., University of Oklahoma.
- ALBERT J. OSSMAN, JR. (1957)*Political Science and Economics*
B.A., M.A., Ph.D., Syracuse University.

ASSISTANT PROFESSORS

- J. DALE CHASTAIN (1960)*Political Science*
B.A., College of Wooster; M.A., State University of Iowa.
- JOHN W. CUMMINS (1954)*English*
B.A., M.A., Ohio Wesleyan University.
- *ANN FREEMAN (1958)*History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.
- FRANK A. HAYES (1957)*Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.

*On leave first semester 1963-64

- LAWRENCE M. KNOLLE (1962)*Education*
B.A., M.A., University of Colorado; Ed.D., Columbia University.
- FLORENCE SYLVIA KOSSOFF (1963)*Art*
B.A., Smith College; M.A., New York University.
- FRANK M. LACKNER (1961)*Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University;
Ph.D., University of Pittsburgh.
- VINCENT LoCICERO (1962)*German*
B.A., Brooklyn College; M.A., Ph.D., University of Illinois.
- ROBERT H. LOISELLE (1961)*Psychology*
B.A., University of Massachusetts; Ph.D., University of Rochester.
- MARY A. McGUIRE (1956)*English*
B.A., University of Maine; M.A., Columbia University.
- PATRICIA R. MOHILNER (1962)*Chemistry*
B.S., George Washington University; Ph.D., University of Kansas.
- WILLIS D. RICHEY (1963)*Chemistry*
B.A., Hiram College; Ph.D., University of Rochester.
- WILLIAM R. SAVAGE, JR. (1961)*History*
B.A., M.A., University of Oklahoma; Ph.D., University of Chicago.
- JEROME S. WENNEKER (1946)*Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

- DOREEN E. BOYCE (1963)*Economics*
B.A., M.A., Oxford University.
- CAROL R. BROWN (1959)*English*
B.S., Marquette University; M.A., University of Chicago.

- JERRY L. CAPLAN (1959)*Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of
Louise Bouche, Morris Kantor, John Corbino, Byron Browne,
John Hovannes.
- PATRICIA I. COOPER (1963)*French*
B.A., Oberlin College; M.A., University of Maryland.
- LOUIS P. COYNER (1963)*Music*
B.F.A., M.F.A., Carnegie Institute of Technology; Ph.D., State
University of Iowa.
- ALBERT FRIEDMAN (1962)*Sociology*
B.A., M.A., University of Michigan.
- LEONARD M. FRIEDMAN (1961)*French*
B.A., New York University; Lic. es Let., University of Geneva,
Switzerland.
- VAINO T. KOLA (1962)*Art*
B.F.A., Massachusetts College of Art; M.F.A., Yale University.
- LORENZO MALFATTI (1956)*Music*
Graduate, Julliard School of Music; Student of Mack Harrell,
Rachele, Maragliano Mori, Virgilio Mortari.
- SARA M. McGRATH (1963)*Physical Education*
B.S., East Stroudsburg State College.
- ARTHUR G. SMITH (1963)*History*
B.A., Muskingum College; M.S., University of Wisconsin.
- STANLEY J. SOLOMON (1962)*English*
B.A., Brooklyn College; M.A., University of Kansas.
- HENRY SPINELLI (1961)*Music*
B.A., Carnegie Institute of Technology; Student of Eunice
Norton.
- THELMA W. TAYLOR (1960)*Philosophy*
B.A., University of Arkansas; M.A., Columbia University.
- HUGH K. WRIGHT, JR.*Religion*
B.A., Wesleyan University; B.D., Western Theological Sem-
inary.

LECTURERS

- RUBY L. BECKER (1963) *Mathematics*
B.A., Brooklyn College; M.Sc., Brown University.
- JOSEPHINE G. BOURGEOIS (1963) *Spanish*
B.A., University of Michigan; M.A., University of California.
- LYNETTE H. DOEG (1962) *Biology*
B.A., Drew University; Ph.D., Rutgers University.
- MARGARET P. DUGGAR (1961) *Dance*
B.A., University of Wisconsin; M.A., Stanford University.
- GEORGE B. FOWLER (1963) *History*
B.S., United States Naval Academy; M.A., University of California; Ph.D., Columbia University.
- JOOST KIEWIET DE JONGE (1957) *Astronomy*
Ph.D., Harvard University.
- SARA LEHRMAN (1960) *Russian*
B.A., Hunter College; M.A., University of Pittsburgh.
- *RENÉ LEMARCHAND *Marks Visiting Lecturer in
African Studies*
B.A., Southwestern College; M.A., Ph.D., University of California (Los Angeles).
- JAMES A. McCULLOCH (1960) *Greek*
B.A., Duquesne University; M.Litt., Ph.D., University of Pittsburgh.
- FRANCES MORROW (1962) *English*
B.S., New York University; M.Litt., University of Pittsburgh.
- OAKLEY S. RAY (1963) *Psychology*
B.A., Cornell University; M.Ed., Ph.D., University of Pittsburgh.
- DAVID J. REYNOLDS (1963) *Psychology*
B.A., Gannon College; M.A., Columbia University; Ph.D., University of Pittsburgh.
- MIHAIL STOLAREVSKY (1948) *Music*
B.S., Technical University, Gothen, Germany, M.A., Imperial

*For the second semester 1963-64

Chatham College

Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.

HELEN WEINBERG (1958)*Secretarial Studies*
B.A., University of Pittsburgh.

DIVISIONAL CHAIRMEN 1963-64

ScienceMr. Beck
Social RelationshipsMr. Keefe
HumanitiesMr. Arnett

DEPARTMENTAL CHAIRMEN 1963-64

ArtMr. Caplan
BiologyMiss Barish
ChemistryMr. Wallace
DramaMrs. Ferguson
EconomicsMr. Ossman
EducationMr. Knolle
EnglishMiss Eldredge
HistoryMr. Andrews
MathematicsMr. Beck
LanguagesMr. McLaren
MusicMr. Wichmann
Philosophy and ReligionMr. Hayes
Physical EducationMrs. Blayden
Political ScienceMr. Keefe
PsychologyMr. Hood
SociologyMiss Elliott

COURSE CHAIRMEN 1963-64

The ArtsMiss Eldredge
Introduction to ExpositionMr. Cummins
History of Western CivilizationMr. Borsody
Culture and PersonalityMr. Adelman
Modern SocietyMr. Keefe
History and Philosophy of ScienceMiss Barish and Mr. Hayes
Knowledge and ValuesMr. Arnett
Effective SpeechMrs. Ferguson
World IssuesMr. Chastain
Elementary Mathematical PhysicsMr. Beck and Mr. Richey

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder*, a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the college by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the college. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class

Reunions, and the annual business meeting are held the week-end following Commencement. A meeting with an educational program is held at the college during the fall term.

Alumnae representatives appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

OFFICERS

Mary Ellen Leigh McBride	President
Evangeline Seitanakis Beldecos	First Vice President
Marcia McDowell Bennett	Second Vice President
Margaret McBride McMaster	Recording Secretary
Martha Jane Gerwig Rial	Corresponding Secretary
M. Isabel Epley	Alumnae Trustee
Mary-Stuart Clements Harriman	Alumnae Trustee
Dorothy Schenck Van der Voort	Alumnae Trustee
Marion Griggs	Director
Jean McGowan Marshall	Director
Eleanore Luthringer Mattson	Director
Marjorie Noonan Ladley	Director
Joan Goodwin Heckel	Director
Ruth Hunter Swisshelm	Director of Alumnae Affairs

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Miss Marcella Murray ('30), 3671 Stewart Avenue, Los Angeles, California

WASHINGTON, D. C.—Miss Marion Griggs ('24) Hill House, 110 D Street, S.E., Washington, D. C.

CHICAGO, ILLINOIS — Mrs. Richard Waichler (Nancy Follett '54)
1020 Superior Street, Oak Park, Illinois

BALTIMORE, MARYLAND—Miss Ann M. Morgan ('50), 7903 Elenham Avenue, Towson 4, Maryland

BOSTON, MASSACHUSETTS—Mrs. Walter V. Weyhmann (Rose-Louise Fossee '56), 4 Emmonds Place, Cambridge 38, Massachusetts

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles '56), 6733 Mansfield Drive, Garden City, Michigan

NEW JERSEY—Mrs. Charles T. Michaelian (Joan Morledge '49), 22 Midvale Drive, New Providence, New Jersey

MANHATTAN, NEW YORK—Mrs. James W. Balano (Elsie Gage '54) 325 East 41st Street, New York 17, New York

CLEVELAND, OHIO—Mrs. Robert F. Smith (Peggy Korb '46) 1129 Brandon Road, Cleveland Heights 12, Ohio

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '44), 3194 El Paso Drive, Columbus, Ohio

GREENSBURG, PENNSYLVANIA—Mrs. William Jesse (Betty Knox '56), 70 Meadowbrook Avenue, Greensburg, Pennsylvania

LANCASTER, PENNSYLVANIA—Mrs. Harry Stewart (Barbara Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania

PHILADELPHIA, PENNSYLVANIA—North Philadelphia Club—Mrs. J. Eugene Brash (Sally Miller '32) Sedgwick Gardens, Philadelphia 19, Pennsylvania
Delaware Valley Club—Miss Sara Jane Westlake ('62), 307 Lincoln Avenue, Havertown, Pennsylvania

HOUSTON, TEXAS—Mrs. John Chiles (Marie Cohn '48), 756 Creekside Drive, Houston 24, Texas

PITTSBURGH REGIONAL GROUPS

MT. LEBANON AREA—Mrs. Allen B. Schall (Martha McFall '45), 300 Newburn Drive, Pittsburgh 16, Pennsylvania

DOWNTOWN—Miss Helen Ryman ('24), 50 Academy Avenue, Pittsburgh 28, Pennsylvania

NORTH SUBURBAN—Mrs. Harold Autenreith (Sally White '52),
Spencer Lane Extension, Glenshaw, Pennsylvania
Mrs. Stewart Poole (Alexandra Potts '52), Box 168, R.D. 2, Mars,
Pennsylvania

PENN HILLS—Mrs. Clifford C. Ellery (Joanne Cochran '56), 324
Dorothy Drive, Pittsburgh 35, Pennsylvania

SOUTH HILLS—Mrs. Walter Benter (Dorothy Firth '45), 261 Tara
Drive, Pittsburgh 36, Pennsylvania

ALUMNAE REPRESENTATIVES FOR 1963-1964

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49), 2124 East
Solano Drive, Phoenix 16, Arizona

CALIFORNIA—Mrs. Walter Ray McCann (Katherine James '31),
783 Garland Drive, Palo Alto, California

Mrs. John A. Randall (Marjorie Chubb '38), 1370 Chamberlain
Road, Pasadena 3, California

COLORADO—Mrs. Bradford Richardson (Anne Denigan '50), 4 Cim-
arron Drive, Littleton, Colorado

CONNECTICUT—Mrs. Charles O. Sterling (Janet Hoy '55), 84 Scott
Drive, Manchester, Connecticut

Mrs. David C. Baldus (Sally Swartz '60), 84 Howe Street, New
Haven, Connecticut

Mrs. Bartlett R. Price (Miles Janouch '43), 56 Wright Street, West-
port Connecticut

DELAWARE—Mrs. William W. Hess (Florence Smith '39), 4601
Beechwold Road, Wilmington 3, Delaware

FLORIDA—Mrs. John A. Buck (Anna Aber '28), 8 Isle of Venice, Fort
Lauderdale, Florida

GEORGIA—Mrs. Robert K. Brown (Joanne Pople '56), 689 Longleaf
Drive, Atlanta 5, Georgia

ILLINOIS—Mrs. David T. Christie (Marian Lean '46), 345 Eaton
Street, Northfield, Illinois

Mrs. Richard A. Waichler (Nancy Follett '55), 1020 Superior
Street, Oak Park, Illinois

- INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43), Rural Route 7, Box 340, Booneville New Harmony Road, Evansville 12, Indiana
Mrs. John W. Klotz (Florence Succop '42), 8 Tyndale Place, Fort Wayne, Indiana
Mrs. Robert L. Linke (Dorothy Purkiss '42), 3233 North Park Avenue, Indianapolis 5, Indiana
Mrs. William M. Davis (Louise Eddy '52), 1704 Crestview Drive, New Albany, Indiana
- KENTUCKY—Mrs. William M. Davis (Louise Eddy '52), 1704 Crestview Drive, New Albany, Indiana (near Louisville, Kentucky)
- MAINE—Mrs. Edward R. Nelson (Ruth Clark '40), 222 Bradley Street, Portland, Maine
- MARYLAND—Mrs. William O. MacArthur (Phyllis Lehew '33), 202C Rodgers Forge Road, Baltimore 12, Maryland
Mrs. Edward Adelson (Lois Potts '54), 7020 Richard Drive, Bethesda 14, Maryland
Mrs. F. Robert Fekety, Jr. (Nancy Baker '51), 602 Meadow Ridge Road, Towson 4, Maryland
- MASSACHUSETTS—Mrs. Barry J. Mitchell (Judith Allan '61), 43 Ronald Road, Arlington 74, Massachusetts
Mrs. Thomas E. Sheehan (Mary Anderson '54), 133 Marlborough Street, Boston 16, Massachusetts
Mrs. Alan J. Fritts (Dorothy Hauser '54), 10 Chestnut Hill, Wilbraham, Massachusetts
- MICHIGAN—Mrs. Peter E. Zervos (Anna Liadis '58), 8921 Esper Boulevard, Detroit 4, Michigan
Mrs. Charles F. Trapp, Jr. (Carrie Lou Kinzer '40), 1003 Bedford Road, Grosse Pointe 30, Michigan
- MINNESOTA—Mrs. Benjamin R. Harriman (Mary-Stuart Clements '36), 1335 Pinehurst Avenue, Saint Paul 16, Minnesota
- MISSOURI—Mrs. Warren K. Davidson (Ann Orner '52), 6111 North Woodland, Kansas City 18, Missouri
Mrs. George F. DuBois (Katherine Dykema x'51), 418 Fieldcrest Drive, Webster Groves 19, Missouri

Chatham College

- NEBRASKA—Mrs. Walter R. Tkash (Helen G. Weller '41), 3423 Loring Street, Offutt Air Force Base, Omaha 47, Nebraska
- NEW JERSEY—Mrs. William F. Rech (Mary Jane Crooks '50), 90 Sunset Drive, Chatham, New Jersey
- Mrs. William R. Karlson (Mary Wells '47), 608 Brookside Place, Cranford, New Jersey
- Mrs. Rudolph M. Reich (Mary Ann Barry '58), 1152 Anna Street, Teaneck, New Jersey
- NEW YORK—Mrs. William P. Petro (Carol Smith '60), 113 Meadow Place, Buffalo 25, New York
- Mrs. James B. Ketcham (Ira Davisson '52), 518 Main Street, Cedarhurst, Long Island, New York
- Mrs. Paul G. MacNeill (Gladys Patton '41), 100 Wellwood Drive, Fayetteville, New York
- Mrs. N. William Wagar II (Cynthia Fortanier '53), 546 Glen Street, Glens Falls, New York
- Mrs. Edward Loyd (Patricia Kappel '58), 8 Ivy Place, Huntington, Long Island, New York
- Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road, Ossining, New York
- Miss Jane Sanford ('60), 381 Bonnie Brae Avenue, Rochester 18, New York
- Mrs. R. L. Beede (Patricia O'Keefe '51), 50 Saratoga Drive, Scotia 2, New York
- Mrs. James George Smith (Marie Smith '59), 154 Erickson Street, Syracuse 6, New York
- OHIO—Mrs. Robert R. Earley (Patricia Kennedy '51), 7286 Georgetown Court, Cincinnati 24, Ohio
- Mrs. Wilbur V. Hansen (Sally Geary '48), 2 Beech Lane, Cincinnati 8, Ohio
- Mrs. R. W. Kellermeyer (Audrey Shanaberger '54), 3815 Parkdale Road, Cleveland Heights 21, Ohio
- Mrs. Ralph Goettler (Barbara Eckel '60), 2965 Brandon Road, Columbus 21, Ohio
- Miss Betty King ('53), 3546 Stoer Road, Shaker Heights 22, Ohio
- Mrs. Richard Gallaway (Mary Peck '60), 3901 Grantley Road, Toledo 13, Ohio.
- OKLAHOMA—Mrs. William W. Barr (Janet Geiersbach '53), 4160 East 49th Street, Tulsa, Oklahoma

OREGON—Mrs. William G. Rohlfss (Emelyn Taylor '27), Peach Cove,
West Linn, Oregon; OLive 6-7960

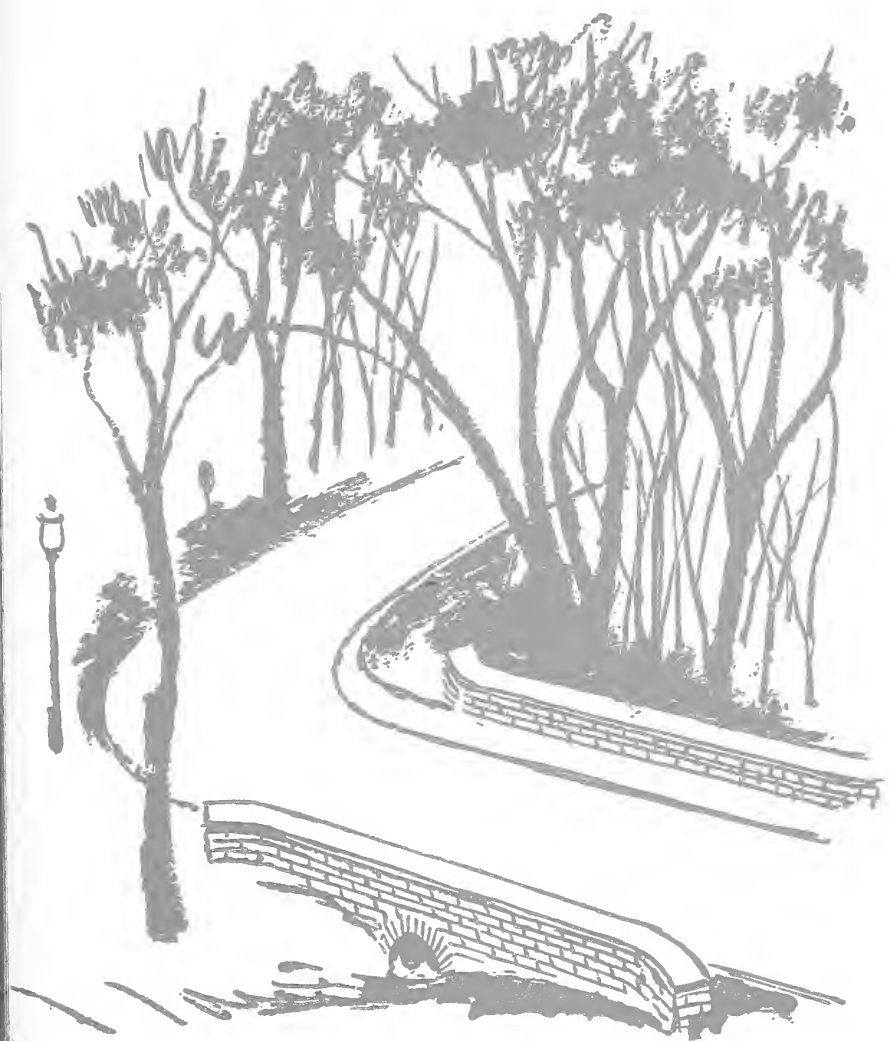
PENNSYLVANIA—Mrs. Clifford Rowden (Mary Lenhardt '55), 46
Laubert Road, Andorra Acres, Conshohocken, Pennsylvania
Mrs. Charles C. Bradley (Patsy Speers '45), 1004 Wilde Avenue,
Drexel Hill, Pennsylvania
Mrs. W. Ronald Cocke, IV (Nancy Cannon '57), 5418 Gardner
Drive, Erie, Pennsylvania
Miss Isabelle M. Allias ('54), 601 North Front Street, Harrisburg,
Pennsylvania
Mrs. Harry M. Stewart (Barbara Senior '54), 942 Pleasure Road,
Lancaster, Pennsylvania
Mrs. W. S. Emley (Shirley Gordon '35), R. D. #3, West Maitland
Lane, New Castle, Pennsylvania
Mrs. H. H. Wilson, Jr. (Lynn Backus '57), 452 March Street,
Shillington, Reading, Pennsylvania
Mrs. J. Richard Krapfel (Sarabelle Segmiller '51), 606 Homestead
Place, Warren, Pennsylvania
Mrs. Bernard H. Berman (Martha Yorkin '46), 685 North Wade
Avenue, Washington, Pennsylvania
Mrs. Earl S. Lathrop (Margaret Graham '42), Ridgewood Road,
R. D. 7, York, Pennsylvania

TEXAS—Mrs. Henry C. Whalen, Jr. (Barbara McDonald '53), 5405
Martel Avenue, Dallas 6, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little
Falls Road, Arlington 7, Virginia
Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39), 1915 Meadow-
brook Road, Charlottesville, Virginia

WASHINGTON—Mrs. Harry Truman (Imogene Flanagan '30), 2607
Boyer Avenue East, Seattle 2, Washington

WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53), 915
Alynwood Circle, Charleston 4, West Virginia
Mrs. George H. Schardt (Mollie Oehlschlager '52), Route 1-27B
Country Club Road, Clarksburg, West Virginia
Mrs. Albert H. Wilson (Barbara Williams '54), 1437 Spring Valley
Drive, Huntington, West Virginia



GENERAL COLLEGE INFORMATION

Correspondence Directory

Correspondence regarding the general interests of the college should be addressed to the President of the College.

Inquiries regarding the academic work of students should be addressed to the Executive Dean of the College.

Correspondence relating to scholarships and loan funds should be sent to the Dean of Students.

Requests for catalogues, inquiries regarding admission to the college and the reservation of rooms in the residence halls should be addressed to the Director of Admissions.

Correspondence relating to business matters should be addressed to the Business Manager.

Payment of college fees should be sent to the Bursar. Checks should be made payable to Chatham College.

Correspondence relating to the publicity of the college should be addressed to the Director of Public Relations.

Requests for transcripts of records should be addressed to the Registrar.

Correspondence relating to the alumnae of the college should be addressed to the Director of Alumnae Affairs.

Those wishing to get in touch with an Alumnae Representative living near their home should consult pages 142-145.

ACADEMIC CALENDAR FOR 1963-64

Freshmen arrive	Sunday, September 15
Orientation	Sunday, September 15 through Wednesday, September 18
Upperclass Registration	Wednesday, September 18
Freshman Registration	Thursday, September 19
Classes begin	Friday, September 20
Thanksgiving Vacation	Wednesday, November 27, 2:20 p.m. to Monday, December 2, 8:30 a.m.
Christmas Vacation	Friday, December 20, 2:20 p.m. to Monday, January 6, 8:30 a.m.
Study Period	Wednesday, January 15 through Sunday, January 19
Final Examinations	Monday, January 20 through Wednesday, January 29
Second Semester begins	Monday, February 3, 8:30 a.m.
Spring Vacation	Friday, March 20, 2:20 p.m. to Monday, April 6, 8:30 a.m.
Study Period	Saturday, May 23, through Wednesday, May 27
Final Examinations	Thursday, May 28, through Friday, June 5
Commencement	Sunday, June 7

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the college programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the college physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the college physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The college physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 114.

As part of the services of the Dean of Students office, the college also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The college provides vocational information and advice to assist students in the choice of a career. Programs and field trips are planned periodically and interviews are arranged with prospective employers.

Help is offered to graduating seniors and alumnae in finding employment. For those who have registered with the Placement Service, the office prepares a set of credentials containing personal data, subjects studied at Chatham, faculty and employer references, and work history. These papers are kept on file and are sent to prospective employers on request. During the year, recruiters visit the campus to interview seniors who have expressed an interest in their particular fields of work.

In addition, summer and part-time job opportunities are made known to students in all classes. The Placement Service also maintains and makes available a small library of materials relative to employment opportunities in various careers and professions of particular interest to women.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

A Summer Music Day Camp is conducted by the Laboratory School on the Chatham campus. Information concerning this training may be secured by writing to Mr. Mihail Stolar-evsky at the college.



Chatham College

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the college in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

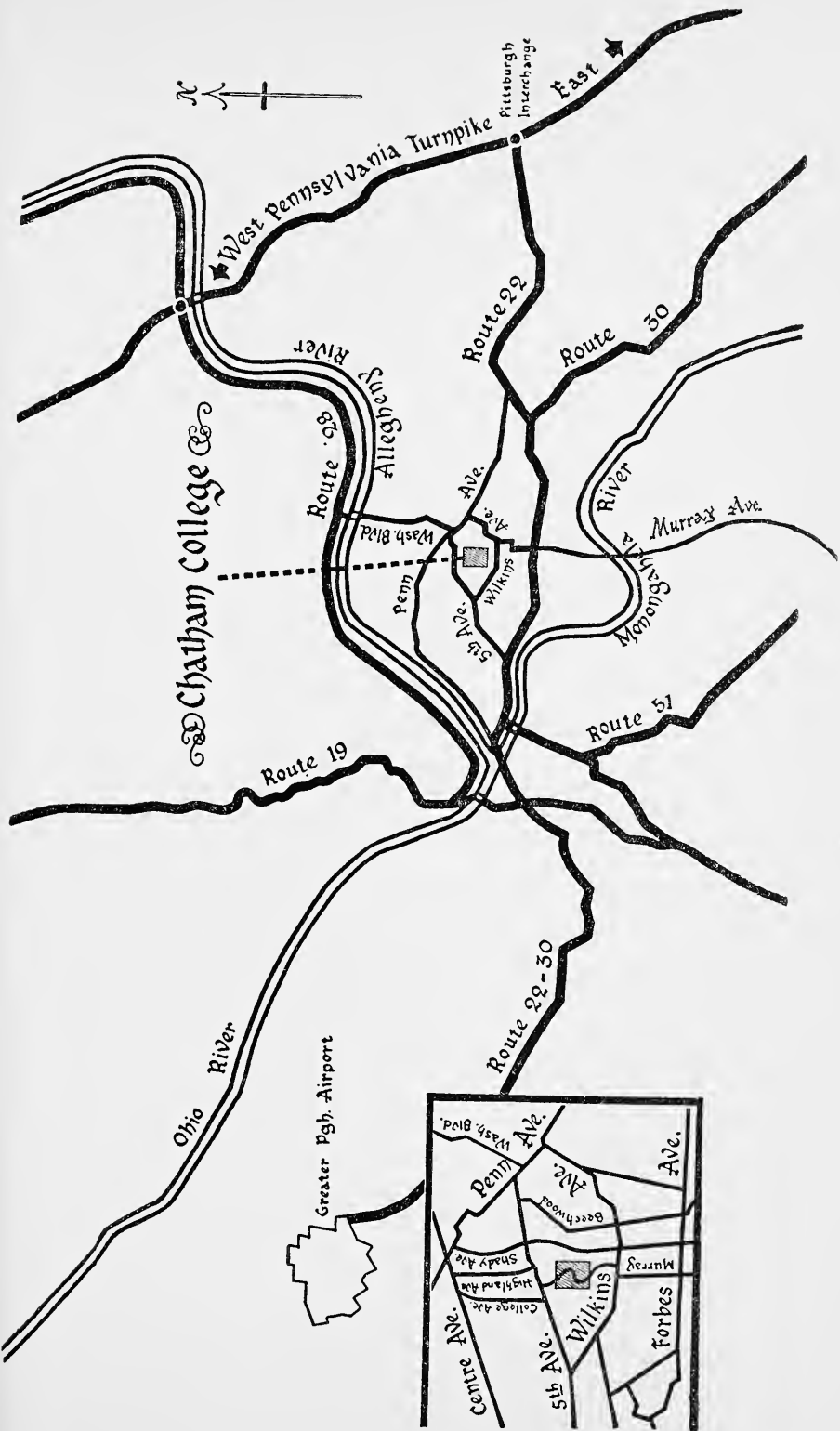
I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the college.

HOW TO GET TO CHATHAM COLLEGE

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately forty minutes from the airport.

Driving to the college from the east and west, it is advisable to turn off the Pennsylvania Turnpike at Pittsburgh interchange #6 and follow Route 22 to the Penn-Lincoln Parkway. Continue on the Parkway through the Squirrel Hill Tunnel to Murray Avenue exit (first exit after leaving tunnel), follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue), turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.

When driving to the college from downtown Pittsburgh, the best route is the Penn-Lincoln Parkway East. Continue on the Parkway to Murray Avenue Exit (last exit before Squirrel Hill Tunnel), follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue), turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.



Chatham College

West Pennsylvania Turnpike

Pittsburgh Interchange

East

Allegheny River

Route 22

Route 30

Wash Blvd

Penn

5th Ave

Wilkins

Murray Ave

Monongahela River

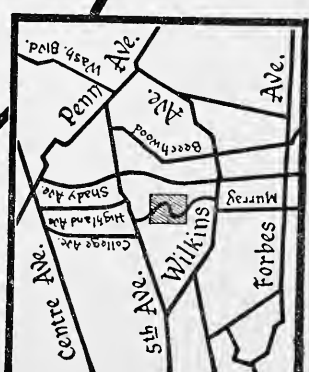
Route 19

Route 51

Route 22-30

Ohio River

Greater Pgh. Airport



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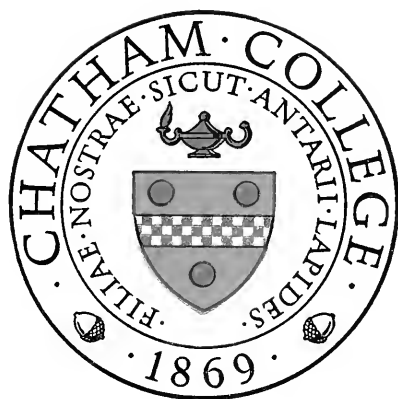
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EDUCATIONAL PROGRAM



The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust quickly and easily.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The college program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities which must be developed to an appropriate level so that democratic values reinforced by socially constructive attitudes may be supported by effective action are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which can be expected to emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where a common curriculum is desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential materials

which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic education curriculum: basic education should be (1) comprehensive, (2) identical for all since it deals with common needs, (3) directive in emphasis, (4) correlated with specialized interests, (5) concerned with the development of social consciousness, (6) challenging to the further use of creative talent and (7) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I — MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science, in which the student may choose from basic courses in the sciences, is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION.

This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

MODERN SOCIETY. This is a three-hour one semester course and ordinarily will be taken in the sophomore year. The objective is to provide the student with materials concerning significant social, economic, and political problems and institutions and with a method of understanding and analyzing these problems and institutions.

WORLD ISSUES. This is a three-hour one semester course with the objective of stimulating global thinking and encouraging an understanding of the cultural and political influences in the relations among nations. It is taken ordinarily in the junior year.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a three-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry and music. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirements, pages 71 and 72).

INTRODUCTION TO EXPOSITION. This course is primarily concerned with exposition. Its purpose is to teach students to think clearly and to write effectively. Literary materials are examined not for their own sake but as examples of effective writing.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with Modern Society and other basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guid-

*Further description of these courses may be found on pages 45-48.

ance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

It is necessary for the college student to clarify her aims in order to become aware of her own particular abilities and to know the progress she is making. In order to make certain that such information about students becomes available to the faculty, the college has an Office of Evaluation Services headed by a full-time director.

To fulfill the requirement in concentration, the college offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tu-

*Further description of these majors may be found on pages 40 and 41.

torial requirement for all seniors representing six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the college.



THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the college began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the college site. For many years, the college catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The college offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the college, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the college consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The college continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the college with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the college saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original college buildings. Thus the college became one of the best equipped small colleges in the country. Benedum Hall was given to the college by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the college received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelle-treau Hall, a two-unit apartment structure on Fifth Avenue.

Currently the college has an endowment of nine million dollars in book value.

In 1946, the present curriculum was introduced, a development which placed Chatham among the pioneers in cur-

ricular progress in the post-war period. Chatham is a fully accredited college.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of approximately six hundred. The campus also has expanded to meet the growth of the college: there are now thirty-nine buildings on forty-four acres of rolling, wooded grounds.

Dominating the Chatham landscape is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings is the James Laughlin Memorial Library which contains more than sixty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights, and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, and seminar and private study rooms.

The Louise C. Buhl Hall of Science has laboratories for the study of chemistry, biology, and physics, as well as a lecture hall with facilities for the use of the latest audio-visual aids. The science library on the lower floor has approximately four thousand volumes.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the new language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the ten dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the college dining rooms. The dining

hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere. Paintings from the college collection are on permanent display in the living room.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the college infirmary, Lindsay Hall, which once was the home of the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the college collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field), with its large living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the president of the college.

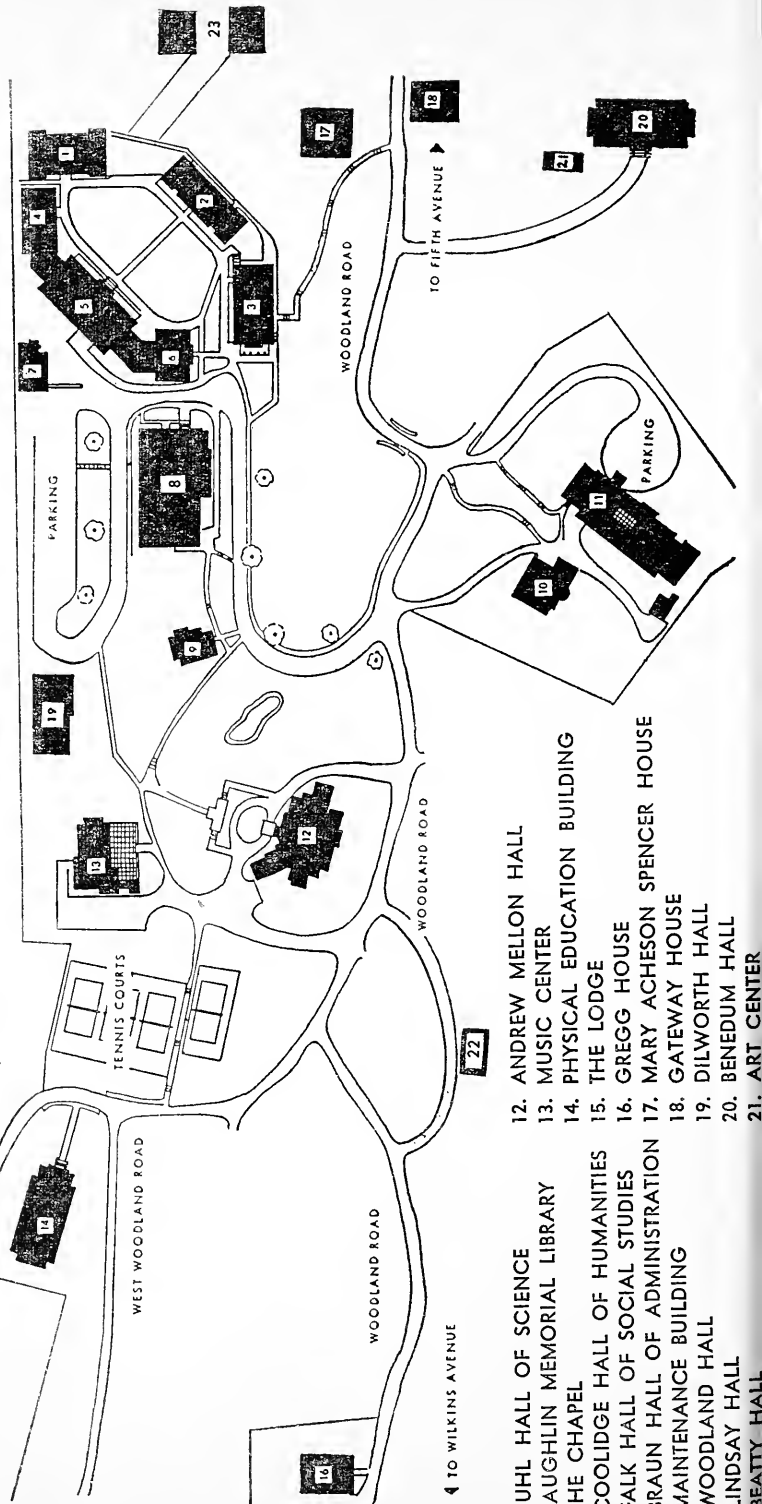
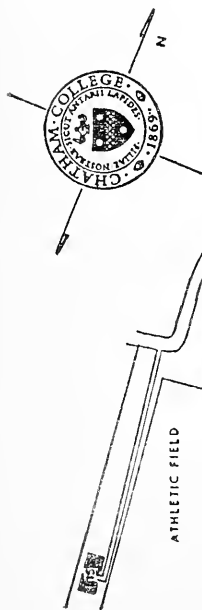
On the hillsides opposite Woodland Hall are four dormitories. Fickes and Beatty Halls, originally family estates, are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Across Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the executive dean of the college. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Pelletreau Hall is connected to the main campus at the back of the library by a handsomely landscaped stairway.

CHATHAM COLLEGE

MAP OF THE CAMPUS



- | | |
|---------------------------------|---------------------------------|
| 1. BUHL HALL OF SCIENCE | 12. ANDREW MELLON HALL |
| 2. LAUGHLIN MEMORIAL LIBRARY | 13. MUSIC CENTER |
| 3. THE CHAPEL | 14. PHYSICAL EDUCATION BUILDING |
| 4. COOLIDGE HALL OF HUMANITIES | 15. THE LODGE |
| 5. FALK HALL OF SOCIAL STUDIES | 16. GREGG HOUSE |
| 6. BRAUN HALL OF ADMINISTRATION | 17. MARY ACHESON SPENCER HOUSE |
| 7. MAINTENANCE BUILDING | 18. GATEWAY HOUSE |
| 8. WOODLAND HALL | 19. DILWORTH HALL |
| 9. LINDSAY HALL | 20. BENEDUM HALL |
| 10. BEATTY HALL | 21. ART CENTER |

THE COLLEGE COMMUNITY

The college community of sixty faculty and six hundred students drawn from many states and foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and most well known scholastic honor society, has established one of its 166 chapters in the country at Chatham College. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nation-

alities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the college, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The college maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Administrative staff members serve as counselors in each residence hall, meet-

ing regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the college. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every college activity. Much of the social and activity program of the college centers in the residence halls where house dances as well as open houses are held at various times during the year. Non-resident students, in addition to being associate members of residence halls and included in the residence halls programs, maintain their own officers and are an active part of the campus life.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor.

A calendar of activities for the college is kept up-to-date in the Office of the Dean of Students.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the college annual, a pictorial and literary record of student life at the college; the weekly

newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra groups.

Chatham College is non-denominational and welcomes students of all faiths.

The college believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly inter-Protestant vesper services as well as Episcopal communion and Roman Catholic Mass. The college has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests, and the college's series of lectures on religious perspectives throughout the year brings noted speakers to the campus. Students are encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the City of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11:30 to 12:30 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 32 and 33 are

the lecturers, visitors and events presented during the academic year 1963-64.

THE CHATHAM VISITORS PROGRAM, first presented in 1963-64, provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the college. Each Visitor lives on the campus during his stay of several days to a week and there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

ADVANCED DEVELOPMENTS IN THE CONTEMPORARY ARTS, an annual series made possible by funds from The Buhl Endowment, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring lectures by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation. This year's theme will be *Society and the Educated Individual: Issues and Obligations*.

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. In addition to all-college programs including films, lectures, concerts and discussions, special credit courses are offered by visiting faculty members. Previous years' programs have focused on India and the Hindu World, Latin America, and Sub-Saharan Africa. The area selected this year is Southeast Asia. Funds from The Buhl Endowment help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL
PROGRAMS AT CHATHAM COLLEGE
1963-64

Chatham Visitors

HELEN HAYES, actress

PAUL TILLICH, theologian

EDWIN and MARY SCHEIER, artists

NEVITT SANFORD, Director of the Institute for the Study of
Human Problems, Stanford University

SHERMAN ADAMS, Assistant to the President of the United
States in the Eisenhower administration

DOUGLAS MORGAN, Professor of Philosophy, University of
Texas

The Non-Western Program (Sub-Saharan Africa)

JAMES S. COLEMAN, Director of the African Studies Center,
University of California at Los Angeles

ALAN P. MERRIAM, Professor of Anthropology, Indiana Uni-
versity

ROBERT A. LYSTAD, Associate Professor of African Studies,
The Johns Hopkins University

LEONARD M. THOMPSON, Professor of History, University of
California at Los Angeles

ROY SIEBER, Associate Professor of Fine Arts, Indiana Uni-
versity

FRANCES S. HERSKOVITS, Coauthor of *Dahomean Narrative*

BEN J. MARAIS, Professor of the History of Christianity, Uni-
versity of Pretoria

RUPERT EMERSON, Professor of Government, Harvard Uni-
versity

J. GUS LIEBENOW, Associate Professor of Government, In-
diana University

ST. CLAIR DRAKE, Professor of Sociology, Roosevelt Univer-
sity

AMBASSADOR S. O. ADEBO, Permanent Representative of
Nigeria to the United Nations

DAVID E. APTER, Professor of Political Science, University of California at Berkeley

ARTHUR S. ADAMS, President of the Salzburg Seminar on American Studies

THE HON. J. WAYNE FREDERICKS, Deputy Assistant Secretary of State for African Affairs

Programs in the Arts

THE ROYAL SHAKESPEARE COMPANY in *The Hollow Crown*

THE CIRCLE-IN-THE-SQUARE THEATRE in *Six Characters in Search of an Author*

THE SONI VENTORUM, Woodwind Ensemble

BENNINGTON COLLEGE DANCE GROUP

DENES ZSIGMONDY, Violinist

CAROLYN REYER, Mezzo Soprano

FRANS REYNDERS, Concert in Mime

KIMEO ETO, Japanese master of the Koto

SUZUSHI HANAYAGI, Japanese classical dancer in the Kabuki Theatre

HENRY SPINELLI, Pianist

ALFRED HARBAGE, Cabot Professor of English, Harvard University

The Perspectives Series

BRAND BLANSHARD, Sterling Professor Emeritus of Philosophy, Yale University

THE REV. MARTIN D'ARCY, S.J., Catholic theologian

JOHN E. SMITH, Chairman of the Department of Philosophy, Yale University

KENNETH W. UNDERWOOD, Director of the Institute of Ethics and Politics, Wesleyan University

SIDNEY HOOK, Chairman of the Department of Philosophy, New York University

CHARLES LE CLAIR, Dean of the Tyler School of Fine Arts, Temple University

BENTLEY GLASS, Professor of Biology, The Johns Hopkins University

COOPERATIVE ARRANGEMENT WITH CARNEGIE INSTITUTE OF TECHNOLOGY

Chatham College and the Carnegie Institute of Technology sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.
2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.
3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he is enrolled. The credit he receives will apply toward his undergraduate degree.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most interesting and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

The natural science classes often visit the Buhl Planetarium and the Carnegie Museum. Science majors visit the laboratories of the Mellon Institute—unique in this country

for industrial research. Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; drama students are cast for parts in the productions of the Playhouse and the Civic Light Opera; music students sometimes participate in concerts of the Pittsburgh Symphony.

Many Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, and other recital and concert series.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals and neighborhood children's clubs as opportunities present themselves.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including Introduction to Exposition, Effective Speech, and four units of Physical Education:*

Social Sciences: Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, Modern Society, World Issues, and Culture and Personality.

Humanities: Fifteen hours of course work including nine hours in The Arts course, three in Knowledge and Values, and three hours to be chosen from other courses in the Basic Curriculum in the Humanities.

Natural Sciences: Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

2. The demonstration of a reading ability in one foreign language.

* A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may be excused from any specific graduation requirements with the exception of the completion of an approved major including a tutorial.

DEGREES

THE DEGREE OF BACHELOR OF ARTS

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

THE DEGREE OF BACHELOR OF SCIENCE

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

FIELD MAJORS

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of

Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the basic curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

H O N O R S

At a special Honors Convocation each fall, honors are announced for the senior, junior and sophomore classes.

Honors are granted at graduation as follows:

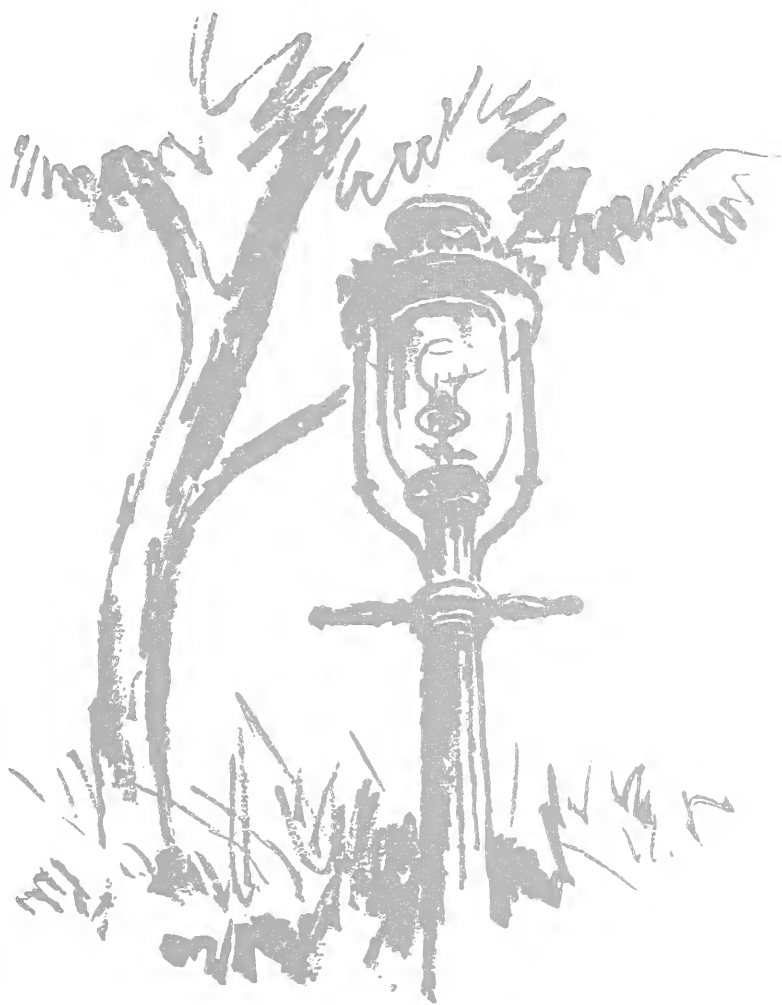
High Honors: a cumulative average of 3.75 or above

Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually.

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES



Description of Courses

BASIC CURRICULUM

AREA I

CULTURE AND PERSONALITY

B105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits.

AREA II

NATURAL SCIENCES*

B1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

B1-2. BIOLOGY. A study of the principles revealed by living organisms. Emphasis is placed on how knowledge of living organisms and of these principles is attained. Three recitations and a two-hour laboratory weekly. Three credits each semester.

B1—. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

B2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for citizenship in

*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

the modern world. A terminal course. Prerequisite: Chemistry B1. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

Note: Chemistry 4 may be substituted for Chemistry B2 in fulfillment of the second semester of Chemistry (see page 53 for description of Chemistry 4).

B1-2. **ELEMENTARY MATHEMATICAL PHYSICS.** An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

B1-2. **PSYCHOLOGY.** An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

SOCIAL RELATIONSHIPS

B1, 2. **HISTORY OF WESTERN CIVILIZATION.** A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester.

B101. **MODERN SOCIETY.** A course integrating the more salient features of the related disciplines of political science, economics, and sociology in the study of organization and functioning of modern society. It includes analysis of the leading problems posed for political, economic, and social institutions and the ways in which specific institutions both limit and augment the functioning of other institutions. Three credits, first semester.

B105. **WORLD ISSUES.** The purpose of this three-hour semester course is to analyze selected problems of world-wide significance. The

specific problems discussed are organized within the general categories of the process of modernization, the threat of totalitarianism, nationalism and imperialism, and the Cold War. Three credits either semester.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A three semester sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and leads toward the senior philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a semester of literature (prose, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester.

B1. THE ARTS. Form and content in the arts. Point of view: the classical temper contrasted with the romantic attitude. Our heritage in the arts as seen in a study of representative works of the Middle Ages, the Renaissance, the Baroque Period, the Age of Reason, and the Nineteenth Century Romantic Movement.

B101-102. THE ARTS. The modern scene. Functional architecture; realism, impressionism, symbolism, and expressionism; the twentieth century search for order and synthesis. A consideration of aesthetic criticism and evaluation in the arts of past and present.

AREA V

ORGANIZATION OF EXPERIENCE

B151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments.

Chatham College

B151. Sophomore year. Three credits either semester.

B152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 71.

B-1. INTRODUCTION TO EXPOSITION. The purpose of this course is to teach students to think clearly and to write effectively. Stress is placed upon the organization of materials. Twentieth century literary works are examined not for their own sake, but as examples of effective writing. Three credits, either semester. English Faculty.

B1. EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester. (Speech 7 or 10 may be substituted with permission.)

B1, B2, B3, B4. PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity taken throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

The letter B preceding a course indicates a course in the Basic Curriculum.

If the numbers of a year course are joined by a hyphen—as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

If no year is designated after the course description, the course is offered each year.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The college reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

A R T

Students majoring in art must take a minimum of thirty-four hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 1, 2, Art 5, 6 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio courses and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History. Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

Note: Courses may be taken in any sequence, but it is expected that students will complete Art 1 through 6 before going on to further studio work.

Chatham College

1, 2. **DRAWING.** The use of various drawing media and materials as related to object, landscape and life drawing. The fundamentals of perspective and simple anatomy. Two credits each semester.

5, 6. **DESIGN.** A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. **DRAWING AND PAINTING.** An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. **DRAWING AND SCULPTURE.** A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Drawing from the model is given regularly. Three credits each semester.

15, 16. **ADVANCED DESIGN.** A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. The second semester is devoted to the construction and design of ceramicware. Hand building, the use of the potter's wheel and glazing are explored. Three credits each semester.

17, 18. **ADVANCED DRAWING AND PAINTING.** While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include water-colors and various tempera media. Three credits each semester.

19, 20. **ADVANCED DRAWING AND SCULPTURE.** The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester.

121, 122. **SURVEY OF THE HISTORY OF ART.** An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecture. First semester serves as a prerequisite for second semester. Three credits each semester.

Description of Courses

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits. Not offered 1964-65.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits. Not offered 1964-65.

125. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits. Not offered 1964-65.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester. Not offered 1964-65.

137, 138. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The first semester will trace the development of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. 1964-65.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester. Art Faculty.

203-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the student focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology B1-2 which is prerequisite to all other biology courses. Additional requirements for an A.B. in biology are Chemistry B1 and 4, to be completed before the senior year, Mathematics 10, Biology 109 or 115, and twenty-two additional hours in biology in-

cluding six hours of tutorial. Students who take additional courses in chemistry and physics or mathematics receive a B.S. degree in biology.

B1-B2. BIOLOGY. See Basic Curriculum, page 45.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester. 1964-65.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1964-65.

9, 10. PLANT SCIENCE. The morphology and physiology of plants followed by a study of the taxonomy and evolution of plants. Two lectures and four hours of laboratory. First semester a prerequisite of second semester. Four credits each semester. 1964-65.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry B1 and 4. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1964-65.

107. HISTOLOGY. The macro- and microscopic study of prepared tissues. Prerequisite: Biology 8 or 110. Two lectures and four hours of laboratory. Four credits, first semester. 1964-65.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits), second semester. 1964-65.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1964-65.

111. BIOLOGICAL TECHNIQUES. The learning and interpretation of biological techniques including the preparation of microscope slides, the care and handling of animals and plants in experiments involving

major fields of biology. Two lectures and four hours of laboratory. Four credits, second semester. 1964-65.

114. **PHYSIOLOGY.** A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry B1. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1964-65.

115. **ECOLOGY.** A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Four credits, second semester. Not offered 1964-65.

141, 142. **INDEPENDENT STUDIES.** For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester. Biology Faculty.

201-202. **TUTORIAL.** Required of juniors majoring in biology. Discussions and consultations in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. **TUTORIAL.** Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take three years of Chemistry, Elementary Mathematics-Physics B1-2, and Chemistry Tutorial 201-202, 203-204.

Candidates for the B.S. degree in chemistry will take Chemistry B1, Chemistry 4, 105, 106, 107, 109-110, 111, Chemistry 108 or Analytical Organic Chemistry, Mathematics-Physics B1-2, Physics 2, Mathematics 101, 102, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

B1-2. **CHEMISTRY.** See Basic Curriculum, page 45.

4. **ELEMENTARY ANALYTICAL CHEMISTRY.** Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry B1. Three lectures and six hours of laboratory. Four credits, second semester.

105. ORGANIC CHEMISTRY. A study of the preparations, mechanisms, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 4. Two lectures, one recitation, and six hours of laboratory. Five credits, first semester.

106. ORGANIC CHEMISTRY. Extensive comparison and contrast between aliphatic and aromatic compounds. Laboratory work: organic preparations and qualitative analysis of organic compounds and mixtures. Prerequisite: Chemistry 105. Two lectures, one recitation, and six hours of laboratory. Five credits, second semester.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106 (also, beginning 1965-66, Chemistry 109; Chemistry 110 prerequisite or co-requisite.) Three lectures and six hours of laboratory. Four credits, first semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes including the analysis of body fluids, tissues, and catabolic products. Prerequisite: Chemistry 106. Three lectures and six hours of laboratory. Four credits, second semester.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 4, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. For the exceptional student, an opportunity to study the subject matter of a course not regularly included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 (also, Chemistry 109 starting 1965-66). Three credits each semester. Chemistry Faculty. Not offered 1964-65.

201-202. TUTORIAL. Required of juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 7, 8 or Speech 10 with permission of the department chairman; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. The student interested in speech may substitute Speech 8 for a semester of drama. Effective Speech B1 is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. An introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester.

5-6. ACTING. Study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits each semester. 1964-65.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Not offered 1964-65.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester. Not offered 1964-65.

107, 108. **EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA.** Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester. 1964-65.

110. **AMERICAN DRAMA.** The backgrounds of modern American Drama and the evolution of an American style in theatre arts. Emphasis will be upon the development of drama since 1918. Three credits, first semester. 1964-65.

120, 121. **THEATRE WORKSHOP.** Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester. Drama Faculty.

141, 142. **INDEPENDENT STUDIES.** Three credits each semester. Drama and Speech Faculty.

203-204. **TUTORIAL.** Three credits each semester. Drama and Speech Faculty.

Speech

B1. See **EFFECTIVE SPEECH B1** under Basic Curriculum, page 48.

7. **ORAL COMMUNICATION.** Designed to improve the student's own speech, to help her recognize speech problems, and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. 1964-65.

8. **GROUP COMMUNICATION.** A study of materials and techniques for group leadership. Discussion, group reading, improvisation, and creative dramatics form the basis for work in the class and for practice situations with community groups. Prerequisite: Speech B1, or permission of the instructor. Three credits, second semester. 1964-65.

10. **ADVANCED SPEECH.** Further work in Speech for students who have exempted Speech B1 or who wish to continue Speech after Speech B1. Panel discussion, debate, and individual speeches will be used

to help the student toward a personal, persuasive style of delivery. Three credits, second semester. Not offered 1964-65.

ECONOMICS

Students majoring in economics are required to take the following courses: Economics 103, six hours; Economics 119, 120, six hours; and the tutorial, six hours. In addition the major must take four from among the following courses: Economics 109, 111, 113, 114, 122, 133, 141, 142. An economics major has the opportunity to take certain economics courses at Carnegie Institute of Technology but may do so only with the permission of the department and the Academic Dean. Those courses at Carnegie Tech available to the Chatham economics student are: Economics of the Business Firm, Economic Growth and Fluctuations in America, Workers and Unions in the American Economy, and Psychological Foundations of Industrial Behavior.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and Carnegie Tech, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas

which concern both the economic and political institutions and processes of society.

103. **THE AMERICAN ECONOMIC SYSTEM.** The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production income, business cycles, investment, taxation, economic growth and governmental policies. Three credits, first semester. Not offered 1964-65.

104. **THE AMERICAN ECONOMIC SYSTEM.** Emphasis is placed on the basic factors acting upon the producer and the consumer and the influence of these factors upon the economy. Includes the study of supply and demand, prices, types of markets, distribution, factor earnings (rent, interest, profits, wages) and government policy in relation to business, agriculture and labor. Three credits, first semester. 1964-65.

109. **MONEY AND BANKING.** The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester. Not offered 1964-65.

111. **MANPOWER ECONOMICS.** A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Not offered 1964-65.

113. **GOVERNMENT AND THE ECONOMY.** An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. 1964-65.

114. **INTERNATIONAL ECONOMICS.** An analysis and history of international trade. An examination of the international monetary system and the role of tariffs and subsidies, capital movements and exchange control. Attention will be given to recent developments such as the European Common Market and the dollar problem. Prerequisite: Economics 103. Three credits, first semester. 1964-65.

119, 120. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Not offered 1964-65.

122. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. A study of the general structure, natural resources, national income, agriculture and marketing, money and banking, industrialization and problems of capital formation and the need for planned growth with stability. Reference will be made to the role of developed nations in assisting backward nations. Non-economic factors will also be examined insofar as they affect economic growth. Prerequisite: Economics 103 and/or permission of the instructor. Three credits, second semester. 1964-65.

133. SEMINAR: GOVERNMENT AND THE ECONOMY (Identical with Political Science 133). An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, first semester. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Economics Faculty.

203-204. TUTORIAL. Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts de-

gree. All education students are required to take the National Teacher Examinations in their senior year.

The required professional course sequence for the secondary level includes Education 181, 182, 189, 190, 197, and 199. The required professional course sequence for the elementary level includes Education 181, 186, 187, 188, 195, and 198. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire basic music skills if they do not already possess them. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. The American school system; its historic and philosophic antecedents; its growth and development within the American milieu; its potential and future. The teaching profession and the importance of the role of the teacher in American society. Comparative education; educational thought and practices in selected foreign countries as contrasted with education in the United States. Prerequisite to all education courses. Three credits, first semester.

182. PRINCIPLES OF SECONDARY EDUCATION. The American high school—urban and suburban. Goals of the curriculum and their reflection of changes in educational philosophy. The academic disciplines; their present role and apparent future goals. The adolescent; his characteristics and implications for the high school teacher. Guided observation in local schools reinforces on a practical level the theoretical considerations of the course. Three credits, second semester.

186. TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The nature and function of language as it relates to learning; classroom organizational patterns, materials, approaches, methods and specific techniques for the teaching of listening, speaking, reading, and writing; interrelationships of the language arts and the total curriculum, kindergarten through grade eight. Three credits, second semester.

20. **MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACHERS.** Instruction in the fundamental music skills — reading music, playing and singing simple melodies, using basic rhythm patterns, and learning to listen to music acutely. An exemption examination may be taken by a student who can demonstrate her abilities with the above skills. No credit, second semester.

187. **TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL.** Materials, methods, techniques for the organization and teaching of the social studies program; content and guidance of the programs in children's literature, music, and art; correlation of language arts, social studies, and fine arts. Prerequisite: Education 186 and basic music skills. Three credits, first semester.

188. **TEACHING OF ARITHMETIC AND SCIENCE IN THE ELEMENTARY SCHOOL.** Curriculum, materials, methods and specific techniques for the teaching of arithmetic, modern mathematics and science; content selection and arrangement; relationships of science and mathematics with attention to development of exact thinking, concepts, problem solving, and discovery methods. Prerequisite: Education 186, Mathematics 5. Three credits, second semester.

189. **TEACHING OF READING IN THE SECONDARY SCHOOL ACADEMIC SUBJECTS.** An overview of the elementary reading program as a base for understanding and improving techniques for developing skills applicable to the secondary student. Major emphasis upon readiness, comprehension, vocabulary development, silent reading, and oral reading through secondary academic subjects. Three credits, second semester.

190. **GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL.** General concern with the principles of effective teaching and learning techniques for individualization of instruction, motivation, evaluation of individual goal achievement, handling extra-class responsibilities, and fostering mental health in the classroom. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. **ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observation and teaching on the elementary level in a public school, under the guidance of an experienced teacher and a staff member of the Education Department. Conferences and critiques with cooperating teacher, principal, education department staff member, and academic professors when appropriate. Registration by application. Six credits, first semester.

197. **SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING.** Planned sequential observations and teaching on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, education department staff member, and the academic major professor. Registration by application. Six credits, first semester.

198. **SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS.** Exploration and analysis of specific problems encountered in student teaching; synthesis of materials and methods related to total school curriculum; relationships of measurement, evaluation, observation to identify instructional needs and evaluation of pupil performance. Three credits, first semester.

199. **SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS.** The analysis and discussion of problems of teaching approached historically, philosophically, and sociologically, based upon the practical experience and observation received from student teaching. Three credits, first semester.

141, 142. **INDEPENDENT STUDIES.** Three credits each semester. With the permission of the Education Faculty.

203-204. **TUTORIAL.** Major field. Three credits each semester.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. English B1 is not considered part of the major. The minimum requirement includes English 101A, 111A, 121A and one semester of Advanced Writing (131, 133, 134

or 135), one semester of Shakespeare, and one semester of Major American Writers.

B1. INTRODUCTION TO EXPOSITION. See Basic Curriculum, page 48.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Studies in twentieth century literature of man's attempt to come to grips with reality—with himself, with deity, society, the life force. Emphasis is placed upon the interrelationship of content and form, whether it be in novel, poem, or play. For freshmen only. First semester section open to freshmen exempted from English B1; second semester section open to freshmen only by permission from chairman of English B1. Three credits, either semester.

101A. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, either semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from Classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses*, *The Iliad*, and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to *all* classes. Three credits, first semester.

104. CHAUCER. The minor poems and *Troilus and Criseyde*, as well as *The Canterbury Tales*, with attention to English culture of the Medieval period. Prerequisite: English 101A, or permission of the instructor. Three credits, second semester.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Three credits each semester.

111A. ENGLISH LITERATURE FROM MILTON TO THE ROMANTIC ERA. Significant works in the development of English literature from Milton through the Romantic writers. Poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Primarily for sophomores. Three credits, either semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Prerequisite: English 101A or English 103, and English 111A, or permission of the instructor. Three credits. Not offered 1964-65.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, first semester.

121A. ENGLISH LITERATURE, 1800-1900. Works representative of important cultural developments from Wordsworth to Shaw. Three credits, first semester.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Prerequisite: English 121A, or permission of the instructor. Three credits, second semester.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits. Not offered 1964-65.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, Crane, Frost, Eliot, and Faulkner. Prerequisite: English 121A, or permission of the instructor. Three credits each semester.

128. TWENTIETH CENTURY WRITERS. Close reading of the poetry and fiction of selected English and American writers; with emphasis on Yeats, Faulkner, Eliot, and Durrell. Section A for English majors only. Section B for non-majors. Three credits, second semester.

131. ADVANCED EXPOSITION. Advanced composition, expository in nature, with emphasis upon denotation and connotation, on phrasing and sentence structure, and on the organization of longer writings based

largely upon materials concerning the history of the English language. Three credits, either semester.

133, 134. CREATIVE WRITING. Various types of original composition, primarily the short story. Analysis of conventional and experimental types of writing. Three credits each semester.

135. LITERARY CRITICISM. Fundamental principles for judging literature, from Plato and Aristotle to the present. Related study of appropriate literary works and the writing of original papers as illustration of critical principles. Open to junior and senior majors only. Three credits, first semester.

152. SEMINAR. Advanced, largely independent, studies in a particular problem in literature. A different problem and a different instructor each year. In 1964-65, this seminar will be called "The Nineteenth Century Russian Novel in Translation." Works by Tolstoy, Dostoyevsky, Turgenev, Goncharov and Gogol will be studied. Open to qualified juniors and seniors only by permission of the department. Three credits, first semester.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FRENCH

See Modern Languages, page 72.

GERMAN

See Modern Languages, page 74.

GREEK

1-2. BEGINNING GREEK. Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester.

3, 4. INTERMEDIATE GREEK. Xenophon: *Anabasis*; Plato: *Apologia*, *Crito*, and *Phaedo*. Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise indicated are open to upperclassmen, and to freshmen after consultation with the instructor.

B1, 2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 46.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. 1964-65.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. 1964-65.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester. Not offered 1964-65.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester. Not offered 1964-65.

113. HISTORY OF EUROPE FROM 1500 to 1713. A survey of developments in Europe from the Age of the Reformation to the Peace of Utrecht. The course includes political, religious, economic, social and intellectual developments. Three credits, first semester. Not offered 1964-65.

114. HISTORY OF EUROPE FROM 1713 to 1815. A survey of the Age of the Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester. Not offered 1964-65.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester. Not offered 1964-65.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester. Not offered 1964-65.

133. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning with exploration, acquisition and settlement of colonies, the course will focus on the evolution of British colonial policies, and the adoption and growth of British institutions and ideas throughout the Empire. Major attention will be given to the North American colonies, but they will be placed within the broader context of the Empire as a whole. Three credits, first semester. 1964-65.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. Continuing the general emphasis of the first semester, with additional attention given to changing British attitudes toward the Empire, its dissolution and current Commonwealth developments. A dual focus upon the colonies of settlement and the colonies of exploitation. Three credits, second semester. 1964-65.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester. History Faculty.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. 1964-65.

152. HISTORY OF SOVIET RUSSIA. The crisis of Tsarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester. 1964-65.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the Colonial and early national periods with emphasis on the interchanges

of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. Not offered 1964-65.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Not offered 1964-65.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

L A T I N

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria*. Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid*; Apuleius: *Cupid and Psyche*. Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirements in Latin. Three credits each semester.

M A T H E M A T I C S

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics B1-B2, 10, 101, 102, 105, 106, 107, and the tutorial. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. Any student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, either semester.

B1—. ELEMENTARY MATHEMATICAL PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester.

B2. ELEMENTARY MATHEMATICAL PHYSICS II. A continuation of Elementary Mathematical Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

10. ELEMENTARY STATISTICS. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, either semester.

101. ANALYTIC GEOMETRY AND CALCULUS. The logarithmic, the exponential, and the inverse trigonometric functions. Integration techniques. Vector algebra with applications to analytic geometry. Curves and surfaces. Prerequisite: Mathematics B2. Three credits, first semester.

102. ANALYTIC GEOMETRY AND CALCULUS. Sequences, infinite series, improper integrals. Set functions. Multiple integration. Differential calculus of scalar fields. Linear differential equations. Prerequisite: Mathematics 101. Three credits, second semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics B2. Three credits, first semester. 1964-65.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics B2. Three credits, second semester. 1964-65.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 101. Three credits, first semester. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester.

203-204. TUTORIAL. Three credits each semester. Mathematics Faculty.

MODERN LANGUAGES

Requirements for a Major. Students majoring in the department of modern languages are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103, 104 are required of all majors; 101, 102 are prerequisite to all advanced courses in literature.

The College Language Requirement. (See page 13). The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.

3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated to the formal classroom experience. In addition, informal conversational meetings with native speakers are provided at graded levels throughout the year. These are required of foreign language majors and are recommended for all language students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism, and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester.

103, 104. CONVERSATION AND COMPOSITION. An advanced course of two semesters in sequence emphasizing correct speech and pronunciation as well as free composition and translation from English texts. Prerequisite: exemption of language requirement in French and permission of the department. Two credits each semester.

105. PHONETICS. An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. First semester: The classic theatre. A study of the comedies and tragedies of Corneille, Racine, and Moliere. Second semester: Prose and poetry of the classic age. A study of the works of Descartes, Pascal, La Rochefoucauld, La Bruyere, La Fontaine, etc. Prerequisite: French 101, 102. Three credits each semester. 1964-65.

109, 110. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester. Not offered 1964-65.

112. LITERATURE OF THE NINETEENTH CENTURY. The main literary schools in prose and poetry with emphasis on the Romantic. Parnassian and Symbolist poets from Lamartine through Leconte de Lisle and Baudelaire to Mallarmé. Prerequisite: French 101, 102. Three credits, second semester. Not offered 1964-65.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valéry; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, Bernanos, and Camus. Prerequisite: French 101, 102. Three credits each semester. 1964-65.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: French 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novel in the Nineteenth Century.

B—Literary Theory and Criticism from Boileau to Sartre.

C—Literature of the French Renaissance.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied*, the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. CONVERSATION AND COMPOSITION. An advanced course emphasizing correct speech and pronunciation as well as free composition and translation. Prerequisite: permission of the department. Three credits, first semester. Not offered 1964-65.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester. 1964-65.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Not offered 1964-65.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester. 1964-65.

141, 142. **INDEPENDENT STUDIES.** Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.

B—The Drama in the Nineteenth Century.

C—Lyric Poetry from the Classical Age to the Present.

203-204. **TUTORIAL.** Three credits each semester.

R U S S I A N

1-2. **BEGINNING RUSSIAN.** Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. **INTERMEDIATE RUSSIAN.** Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester.

S P A N I S H

1-2. **BEGINNING SPANISH.** The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. **INTERMEDIATE SPANISH.** Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. **SURVEY OF SPANISH LITERATURE.** An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

103, 104. CONVERSATION AND COMPOSITION. An advanced course emphasizing: First semester, correct speech and pronunciation; Second semester, free composition and translation from English texts. Prerequisite: satisfactory score on Spanish placement tests and permission of department. Two credits each semester. Not offered 1964-65.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of Hispanic America. First semester: the Conquest, Colonial period, and nineteenth century. Second semester: the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester. 1964-65.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. 1964-65.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester. Not offered 1964-65.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A—Literature of the Eighteenth Century.

B—The "Caballero" and the "Picaro" in Early Spanish Literature.

C—Spanish Poetry from Its Beginning to the Golden Age.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 114.

MUSIC AND EDUCATION

Participation in a program combining the areas of music and education must be planned with the chairmen of each of these departments.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern,

dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. **ADVANCED HARMONY.** Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. **COUNTERPOINT.** Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester.

121-122. **HISTORY OF FORM.** The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester. 1964-65.

141, 142. **ADVANCED PROBLEMS IN MUSIC.** Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester. Music Faculty.

203-204. **TUTORIAL.** Three credits each semester. Music Faculty. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. **APPLIED MUSIC.** (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester. 1964-65.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. 1964-65.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Not offered 1964-65.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Not offered 1964-65.

113. **OPERA FROM MONTEVERDE TO THE PRESENT.** An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. Not offered 1964-65.

114. **MUSIC IN THE AMERICAS.** The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. 1964-65.

117. **THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT.** A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. 1964-65.

118. **THE SOLO SONG.** A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. Not offered 1964-65.

E N S E M B L E

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. **CHORUS.** Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. **STRING ENSEMBLE.** A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. **INSTRUMENTAL ENSEMBLE.** A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy B151, B152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

B151, B152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 47.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. 1964-65.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. 1964-65.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. 1964-65.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. 1964-65.

105. SOCIAL PHILOSOPHY. (Identical with Political Science 113.) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Not offered 1964-65.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. 1964-65.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester. Not offered 1964-65.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, second semester. Not offered 1964-65.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

RELIGION

1. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits. Not offered 1964-65.

2. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits, second semester. 1964-65.

7. RELIGION AND CONTEMPORARY LITERATURE. A study of modern novels, plays, and poetry leading to a discovery of problems raised in this literature about the nature of man, his world, and his attitudes toward the world. An effort to see these issues as theological problems and to give them focus within such a context. Authors such as William Faulkner, Tennessee Williams, Arthur Miller, William Inge, Ignazio Silone, and Albert Camus may be included. Three credits. Not offered 1964-65.

8. BASIC CHRISTIAN THEOLOGY. A study of the classical formulations of Christian belief traced through their historical development, but with primary emphasis upon modern expressions of Christian faith afforded by contemporary theologians. Three credits. Not offered 1964-65.

112. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits, first semester. 1964-65.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, each semester. By arrangement.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work in physical education. One semester (one credit) must be taken in the area of Dance and one semester (one credit) in the area of Aquatics. These areas may be exempted by a performance test. The remaining two credits may be elected from any departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming

suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the college.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

- 51—Swimming (Beginning)
- 52—Swimming (Intermediate)
- 54—Life Saving (Red Cross Senior)
- 55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

- 40 — Basic Dance
- 41 — Folk Dance
- 44 — Modern Dance (Beginning)
- 45 — Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

- | | |
|---------------------------|--------------------------|
| 11—Archery | 22—Tennis (Beginning) |
| 13—Badminton | 23—Tennis (Intermediate) |
| 15—Bowling | 31—Basketball |
| 16—Fencing (Beginning) | 33—Hockey |
| 17—Fencing (Intermediate) | 35—Softball |
| 18—Golf | 37—Volleyball |
| 18S—Golf | 39—Officiating |

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

- Body mechanics
- Recreational games and activities
- Aquatics

Facilities and equipment are provided by the college for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

B1-B2. ELEMENTARY MATHEMATICAL PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism, and light. Three recitations and one three-hour laboratory period per week. Prerequisite: Physics B1. Four credits, second semester.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. B105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester. 1964-65.

103. AMERICAN GOVERNMENT. A study of American government—national, state, and local. Three credits, second semester. 1964-65.

108. STATE AND LOCAL GOVERNMENT. An examination of the principal characteristics of American state and local government. Attention is given to the constitutional bases of state government, forms of city government, popular control and law making, executive and administrative problems, judicial and legal problems, intergovernmental relations, home rule for cities, problems of metropolitan areas, and interstate relations. Three credits. Not offered 1964-65.

109. THE JUDICIAL PROCESS. An examination of the role of the courts in the political process. Attention will be given to the influence of the executive and legislative branches of government upon the judiciary and such concepts as "judicial legislation," litigation as a form of pressure group activity, the influence of socio-economic background upon judicial decision-making and the "doctrine of political questions." Three credits, first semester. 1964-65.

110. **CONSTITUTIONAL LAW.** This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce, and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester. 1964-65.

111. **INTERNATIONAL RELATIONS.** The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester. Not offered 1964-65.

112. **UNITED STATES FOREIGN POLICY.** An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester. Not offered 1964-65.

113. **SOCIAL PHILOSOPHY.** (Identical with Philosophy 105.) A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits. Not offered 1964-65.

115. **POLITICAL PARTIES.** A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Three credits, first semester. 1964-65.

116. **THE LEGISLATIVE PROCESS.** A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester. 1964-65.

118. **PUBLIC OPINION.** This course will seek an understanding of the nature and formation of public opinion, and of the way in which governments and pressure groups utilize the techniques of propaganda, through analysis of mass communication media, of the basic psychological factors which influence human behavior, and of the structure and operations of typical political, economic, and cultural organizations. Three credits. Not offered 1964-65.

120. **GOVERNMENT AND THE ECONOMY.** (Identical with Economics 113). An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. 1964-65.

125. **COMPARATIVE GOVERNMENT.** A comparative analysis of the rise, organization, and functions of the governments of principal countries of the world. Three credits, second semester. Not offered 1964-65.

131. **SEMINAR IN AMERICAN POLITICS.** Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Three credits, second semester. Not offered 1964-65.

133. **SEMINAR: GOVERNMENT AND THE ECONOMY.** (Identical with Economics 133.) An analysis of the major theoretical works in the fields of political science, economics, and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, first semester. Not offered 1964-65.

134. **SEMINAR: AMERICAN FOREIGN POLICY.** A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the process of formulating and executing foreign policy. Permission of instructor. Three credits, first semester. 1964-65.

135. **AMERICAN POLITICAL THEORY.** An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester. 1964-65.

141, 142. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, either semester, 1964-65.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of twenty-nine hours in the department, including Psychology B1-B2, 102-103, 105, 132, and 203-204.

B1-B2. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior, with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum per week. Three credits each semester.

102-103. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques and experimental design in psychology. Experiments in various areas of general psychology will be performed by the student. May be elected by nonmajors only with permission of the instructor. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology B1-B2 and 105. Three credits each semester.

105. ELEMENTARY STATISTICS. Should be elected during the sophomore year by students planning to major in psychology. Three credits, first semester. See Mathematics 10.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits, second semester.

108. THEORETICAL PROBLEMS OF LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester.

111. **SOCIAL PSYCHOLOGY.** A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology B1-B2 or Sociology 103 or consent of instructor. Three credits, first semester.

113. **THEORIES OF PERSONALITY.** A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved directly or indirectly from this view. Whenever possible original source material will be used. Three credits, first semester.

120. **ABNORMAL PSYCHOLOGY.** A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology B1-B2 and permission of the instructor. Three credits, first semester.

124. **DEVELOPMENTAL PSYCHOLOGY.** Psychological development of children from birth through adolescence, including those aspects of physiological development which directly influence behavior. Emphasis will be placed on scientific principles, contemporary issues, developmental theories, and applications. Prerequisite: Psychology B1-B2. Three credits, second semester.

126. **PHYSIOLOGICAL PSYCHOLOGY.** An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology B1 or Psychology B1-B2. Three credits, second semester.

132. **SEMINAR.** Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of juniors. Two credits, second semester. Psychology Faculty.

141, 142. **INDEPENDENT STUDIES.** Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester. Psychology Faculty.

151. **HISTORY AND SYSTEMS OF PSYCHOLOGY.** A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology B1-B2. Three credits, first semester.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

Russian

See Modern Languages, page 75.

Spanish

See Modern Languages, page 75.

SOCIOLOGY AND ANTHROPOLOGY

I. The Program for Sociology Majors

The program for sociology majors offers two areas of concentration: (A) Social Problems and (B) Social Theory. Students in both areas will take some courses in each area so as to have a balanced program and to have an adequate background for graduate work. A minimum of thirty hours of sociology and anthropology courses, including the tutorial, is required.

All students majoring in sociology whether concentrating in Social Problems or Social Theory will take:

- a. Sociology 103. Elements of Sociology
- b. Sociology 106. Social Disorganization
- c. Either Anthropology 101. Early Man and Society *or* Anthropology 102. Cultural Anthropology
- d. Sociology 131. Social Research Methods
- e. Sociology 130. Advanced Social Theory
- f. Sociology 203-204. The Tutorial

In addition to the above, students are expected to take the following courses in their area of concentration:

A. Social Problems Area:

- g. Either Sociology 111. The Family *or* Sociology 115. Collective Behavior

- h. Either Sociology 118. Juvenile Delinquency or Sociology 120. Criminology
- i. One course of the group: Sociology 108. Urban Community; Sociology 116. Industrial Sociology; or Sociology 122. Human Ecology
- k. Mathematics 10. Elementary Statistics

B. Social Theory Area:

- g. One course of the group: Sociology 108. Urban Community; Sociology 116. Industrial Sociology; Sociology 122. Human Ecology
- h. One course of the group: Sociology 111. The Family; Sociology 118. Juvenile Delinquency; Sociology 120. Criminology
- i. Either Sociology 123. Political Sociology or Sociology 132. Sociology of Knowledge

Students wishing to do independent study may elect Sociology 141 or 142.

Sociology 103 is open to all students. Sociology 106, 108 and 111 are open to all students who have completed Sociology 103. All other courses require upperclass standing plus Sociology 103 or permission of the instructor.

Further Requirements:

All sociology majors are asked to take at least six hours in other social sciences distributed among Political Science 103. American Government; Economics 103. The American Economic System; Psychology 101. Introduction to Psychology. Students in the Social Problems area are urged to take Psychology 120. Abnormal Psychology.

II. The Program for an Anthropology Concentration

Students electing to concentrate in anthropology are expected to take a minimum of thirty hours, including the tutorial, in the department of sociology and anthropology. This requirement includes:

- a. Anthropology 101. Early Man and Society
- b. Anthropology 102. Cultural Anthropology
- c. One semester course from regional Anthropology courses:
 - Anthropology 111. Asian Communities
 - Anthropology 112. Latin American Communities

C-325. Peoples of the Middle East (taken at Carnegie Tech)

C-326. Contemporary Africa (taken at Carnegie Tech)

d. One semester course from social anthropology courses:

Anthropology 119. Racial and Ethnic Groups

Anthropology 121. Primitive Religion

Anthropology 122. Comparative Social Organization

Culture and Personality B105. (Only if taken in addition to
Political Science B105. World Issues.)

e. Sociology 103. Elements of Sociology

f. Sociology 130. Advanced Social Theory

g. Sociology 131. Social Research Methods

h. One course from the Social Theory Area. (See *Area B* page 91.)

i. Sociology 203-204. The Tutorial

Further Requirements:

Students concentrating in anthropology will be expected to take at least six hours distributed in one or more of the related disciplines: biology, economics, history, political science, and psychology. Mathematics 10. Elementary Statistics is recommended.

Students intending to do graduate work in anthropology should take into account that a requirement for the advanced degree is a reading knowledge of two foreign languages, normally French and German, and that familiarity with statistics is expected.

Sociology

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life with special emphasis upon social interaction. Social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits, either semester.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community, and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism, and war. One third of the course time will be devoted to a seminar in social problems. The class will be divided into small units for the seminars. Field trips. Prerequisite: Sociology 103. Three credits, second semester.

108. **URBAN COMMUNITY.** This course will examine the ways in which community institutions and agencies have developed, how they function in meeting community needs and how they are interrelated. These will include government and the extension of governmental agencies and economic institutions, health, education, recreation and welfare institutions and agencies. How the people voice their needs and how these needs are recognized through community councils and other agencies will be explored. Prerequisite: Sociology 103. Three credits, first semester. 1964-65.

111. **THE FAMILY.** The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: Sociology 103. Three credits, first semester. Not offered 1964-65.

115. **COLLECTIVE BEHAVIOR.** The study of group phenomena as evidenced in formal and nonformal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revivals, political and racial movements, revolutions. Students will visit political rallies and other group phenomena which partake of mass behavior. Open to juniors and seniors. Prerequisite: Sociology 103. Three credits, first semester. 1964-65.

116. **INDUSTRIAL SOCIOLOGY.** A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industry with other institutions. Open to juniors and seniors. Prerequisite: Sociology 103. Three credits, second semester. 1964-65.

118. **JUVENILE DELINQUENCY.** The nature and extent of juvenile delinquency. Changing aspects of juvenile delinquency. The Juvenile Court. Theories of delinquency. Current research as to the nature of factors in delinquency and their subsequent adjustment. Clinical and institutional treatment and probation work. Preventive projects in delinquency. Field trips to juvenile institutions. Open to juniors, seniors and psychology majors. Prerequisite: Sociology 103. Three credits, second semester. 1964-65.

120. **CRIMINOLOGY.** The evolution of social and legal definitions of crime. Primitive crime. Modern crime. Statistics with reference to crime and criminals. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction, and the treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Open to juniors, seniors and psychology majors. Prerequisite: Sociology 103. Three credits, second semester. Not offered 1964-65.

122. **HUMAN ECOLOGY.** Human behavior in relation to social environment and natural resources with special emphasis upon population distribution. The changing rural population. The patterning of urban, metropolitan, and satellite cities. Ecological processes. Special types of communities and factors in their growth and development. Three credits, second semester. Not offered 1964-65.

123. **POLITICAL SOCIOLOGY.** Sociological analysis and theories of political activity with major emphasis on the United States with some consideration of European developments. Political institutions in relation to other social institutions. In groups, out groups. Political conflict. Political leaders. Bureaucracy and personality. Local community norms and political activity. Expanding areas of political activity. Problems of maintaining democracy. Three credits, first semester. Not offered 1964-65.

130. **ADVANCED SOCIAL THEORY.** An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Three credits, first semester. Not offered 1964-65.

131. **SEMINAR: SOCIAL RESEARCH METHODS.** Scientific research techniques and their application to specific social data. Open to junior and senior sociology majors. Others by permission of the instructor. Three credits, first semester. 1964-65.

132. **SEMINAR: SOCIOLOGY OF KNOWLEDGE.** An examination of Social Theory with special reference to the sociology of knowledge. Three credits. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester. Sociology Faculty.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

Anthropology

101. EARLY MAN AND SOCIETY. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester. 1964-65.

102. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 101 recommended but not a prerequisite. Three credits, second semester. 1964-65.

111. SEMINAR: ASIAN COMMUNITY CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in the Far East. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits. Not offered 1964-65.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Three credits. Not offered 1964-65.

121. SEMINAR: PRIMITIVE RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits. Not offered 1964-65.

122. SEMINAR: COMPARATIVE SOCIAL ORGANIZATION. Selected problems in the cross-cultural study of the family, political organization, and social stratification. Prerequisite: Sociology 103 or Anthropology 102. Three credits. Not offered 1964-65.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester. Sociology Faculty. Not offered 1964-65.

SERVICE UNIT

No Credit

SECRETARIAL STUDIES

101. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting. Three hours either semester. No credit.

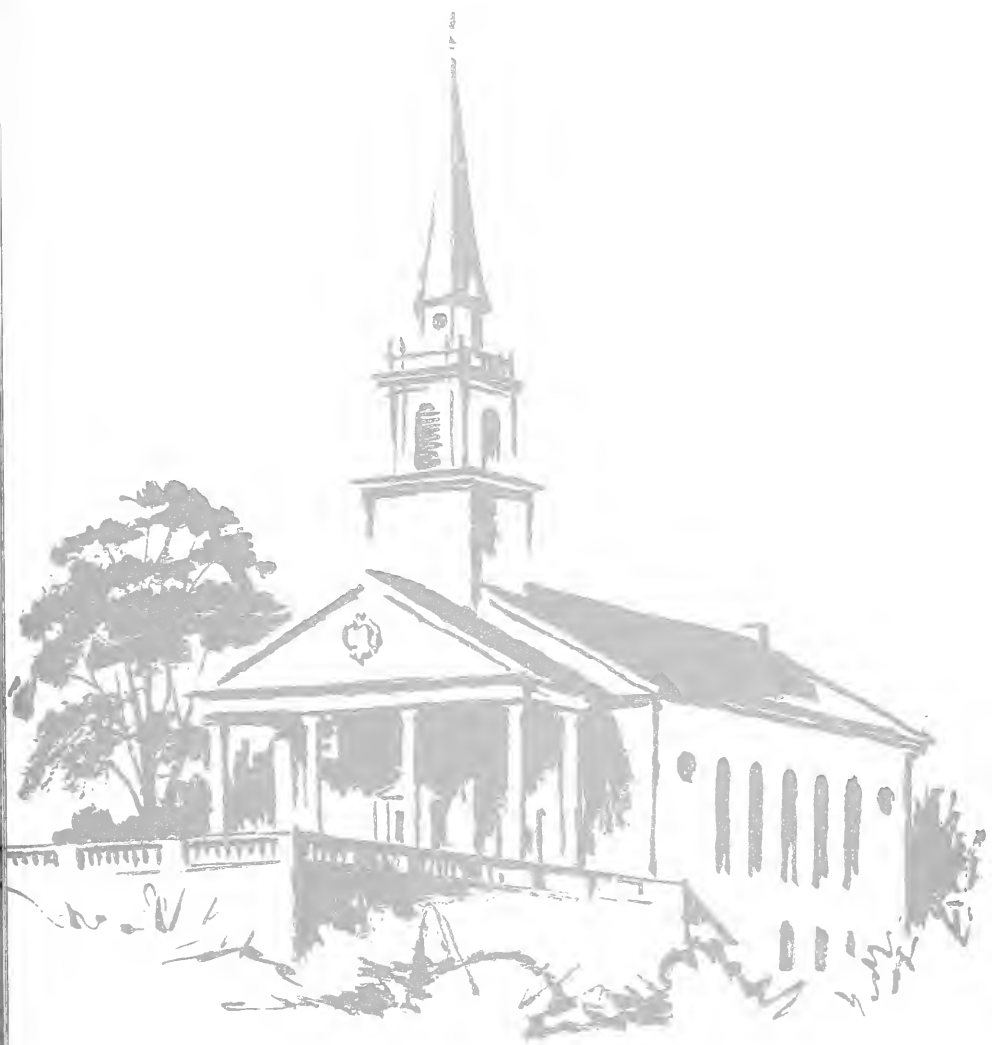
105, 106. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, with some dictation and transcription. Three hours each semester. No credit.

NON-WESTERN COURSES

Anthropology 151 or Political Science 151. VILLAGE LIFE AND GOVERNMENT IN SOUTHEAST ASIA. A study of villages in Southeast Asian countries with emphasis on the problems involving the nature and development of local self-government in the traditional political institutions. Included is an investigation of the influences which cultural factors have in intergovernmental relations and in the functioning of local government and administration. Three credits, first semester.

Political Science 152. NATIONALISM IN THE NON-WESTERN WORLD (Southeast Asia). An analysis of the growth and influence of nationalism in the development and existence of independent states in Southeast Asia and their relationships with other states. Three credits, second semester.

Political Science 153, 154. GOVERNMENTS AND POLITICS OF SOUTHEAST ASIA. A comparative study of governmental institutions and practices of Southeast Asian states — Burma, Thailand, Malaysia, Laos, Cambodia, North and South Vietnam, Indonesia, and the Philippines. Three credits each semester.



COLLEGE PROCEDURES



Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among the candidates for admission those who can successfully carry college work and who are particularly fitted for the Chatham program of learning. The college wants students geographically well distributed, representing a cross-section of individuals of quite different talents—literary, philosophical, musical, scientific, and artistic.

The factors taken into consideration in the admission of students are quality of preparation, amount of preparation, endorsement of the secondary school principal, enthusiasm for learning, and capacity for further development.

Students who wish to enter Chatham should, in general, take the college preparatory course in secondary school. Emphasis should be placed upon English, history, science, mathematics, and foreign languages.

Adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of preparation in each subject. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is interested in science, she should take more than one unit of science in secondary school plus two or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

Ultimately the total fitness of the student for college work will determine the college selection. In order to help establish this fitness, applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement

Tests in December or January of the senior year in high school.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for satisfactory performance in these examinations. Credit is offered for superior performance.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Board and for having the results of these tests sent to Chatham. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California.

A Bulletin of Information containing procedures for filing applications, payments of fees, lists of examination centers, sample questions and answers, etc. may be obtained without charge from the College Entrance Examination Board.

For the year 1964-65 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 5, 1964; January 9, 1965; March 6, 1965; May 1, 1965; and July 14, 1965. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232, requesting an application blank.
2. Complete and return the application blank before March 1 to the Admissions Office. A processing fee of twenty dollars (\$20.00) which is not refundable must be enclosed.
3. A personal interview with all applicants is desired at the college whenever possible. If a student cannot come to the college, an interview may be arranged with an alumna representative. (See pages 142-146.)
4. Take the College Entrance Examination Board tests, the Scholastic Aptitude Test (preferably in December), and three Achievement Tests (preferably in January), and request the Board to report the results of these tests to the college.

Upon receipt of the application from the applicant, the college will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the college by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to clearly well-qualified students whose *single* college choice is Chatham is in effect at Chatham College. Well qualified applicants who apply before October 15 of the senior year in high school

and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year, will be granted admission as early as mid-November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings, at which time additional data consisting of the record for the first semester of the senior year and results of the College Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday; on Saturday, from 9:00 a.m. to 12 noon. Prospective students and their families are cordially invited to visit the college. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions*. This is especially necessary if arriving on weekends as the schedule is particularly heavy at that time.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham College, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
 - (a) A final transcript of record.
 - (b) A statement of honorable dismissal.

POLICY CONCERNING NON-DEGREE STUDENTS

Mature applicants who are not candidates for degrees may be admitted to classes for which their training and experience have qualified them. Such students may make arrangements for entrance by personal interview with the Executive Dean.

If such a student already holds a degree or has completed some college work, she must submit a transcript of her record and fulfill college requirements. If she does not hold a degree she must fulfill the entrance requirements of regularly enrolled Chatham students.

Non-degree students may carry a maximum of nine (9) academic hours each semester. A non-degree student must achieve a minimum 2.00 average for the first semester in order to be eligible to continue for a second semester.

A non-degree student may petition the college to become a degree student. If she is accepted, regulations governing full-time students become effective, including a year's work of not less than twelve hours a semester on the senior level.

Students who withdraw voluntarily and then later seek reinstatement follow the same procedures described for transfers into Chatham from other colleges. (See page 102.) Their completed applications should be directed to the Admissions Office no later than January 1 for the second semester or March 1 for the first semester. Such applications normally are acted upon with those of students new to the college.

The college does not grant leaves of absence except as mentioned below. When it is necessary that a student withdraw for some emergency reason her later reinstatement must be based on the college's best judgment about her prospects for academic adjustment as well as the availability of dormitory space. Such students make application as described above.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in approved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grades of E and I are substitute grades. The grade of E indicates that a re-examination is to be permitted. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. Neither of these two grades may be given without the approval of the Executive Dean. Failure to remove the grade of E or I by the end of the first six weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at $\frac{1}{2}$, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry one additional hour with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit for which she registered.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman; duplicates of these are sent to parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited provided this is approved by the Faculty Advisor and by the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for a late examination is \$5.00 per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar on May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with superior academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by their study, the approval of their Major Advisor and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. Preparation in the language is of course prerequisite to successful study. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University,

Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 115 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete statement of their college record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the college during the school year. The official date of

withdrawal is the date on which the authorization of withdrawal is received.

The college may, upon the recommendation of the college physician, request that a student withdraw for reasons of health.

Return to the college after withdrawal at any time is subject to reapplication and acceptance for admission.

DISMISSALS

The college reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college would be detrimental to her health or to the health of others.

A student is assumed by the college to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the college community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the college and all members of the college community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the college, will constitute a violation of college policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw even though no specific charge may be made against her. A special probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The college believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. The student is also advised to limit her own social activities. A student on probation whose most recent semester average does not show substantial improvement may be dismissed.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty, (Washington Semester, Study Abroad, etc.).

Financial Procedures

CHARGES AND EXPENSES

Since the college catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The college, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1964-65. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

F E E S

Application for admission	\$20.00
The application fee is not refundable (see page 101) and is not credited on any college bill.	

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	\$2650.00
Student Activities Fee	40.00
	<hr/>
	\$2690.00

Payable:

Upon acceptance.....	\$ 150.00
On or before opening of the college in September	1440.00
On or before January 15	1100.00
	<hr/>
	\$2690.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	\$1600.00
(see footnote preceding page)	
Student Activities Fee	40.00
	<hr/>
	\$1640.00

Payable:

Upon acceptance.....	\$ 150.00
On or before opening of the college in September	840.00
On or before January 15	650.00
	<hr/>
	\$1640.00

Part-time students will be charged at the rate of \$50.00 for each semester hour scheduled.

An advance payment of \$150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the college. Unless the college has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a \$5.00 fee.

The Student Activities fee has been established by the Community Government Association and entitles each student to all student publications, admission to the Winter Prom, the Spring Prom, college plays and concerts, and other public programs, and membership in the Chatham Recreation Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of \$10 per academic year, due and payable with the first term bill, to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week\$110.00

One half-hour lesson per week\$ 55.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The college has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the college's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: \$30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of \$2.50 a day. A charge is made for medicine if a special prescription is required. The college physician charges the student for his services and the college bills the student. See Health Services, page 150.

CARE OF PROPERTY

Damage to, or loss of, college property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the college requires, must pay a late examination fee of \$5.00. While the college does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the college.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her college work until all accounts with the college have been settled.

Charges for students entering college the second semester will be one-half the stated rates for the college year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or The Tuition Plan, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to deserving students. The criteria used to determine eligibility for assistance are: financial need, good academic average, good work performance, and contribution to the community. Financial aid awards range from \$100 to \$2650 per year.

Three kinds of financial aid are offered to students with need: academic grant; guaranteed work; and loan. An academic grant is awarded only in conjunction with guaranteed work. An academic grant is a college award available to students with good academic achievement. Guaranteed work entails work responsibilities on campus. A student works approximately six hours a week for a \$200 award and nine hours a week for a \$300 award.

Loans are available from two funds: the National Defense Student Loan Fund and the Chatham College Loan Fund. In the National Defense program, repayment of the loan begins one year after the borrower ceases to be a full-time student and must be completed within ten years thereafter. Interest accrues at the rate of three per cent per year, effective one year after the borrower ceases to be a full-time student. In the event the borrower becomes a full-time teacher in a public elementary or secondary school, her loan plus interest is canceled at the rate of 10% a year up to five years. The Chatham loan program subscribes to the same criteria with the exception that repayment and interest begin when the borrower ceases to be a full-time student at Chatham, repayment must be completed within three years, and there is no cancellation for teachers. Regular payments are made to the college Bursar. A schedule of payments should be arranged with the college Bursar before the borrower terminates her attendance at Chatham College.

Qualified freshmen may borrow up to \$400; sophomores, up to \$600; juniors and seniors, up to \$1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a \$20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon re-application by the student and are renewed if she has financial need, if she maintains the required academic average, and if she has fulfilled her guaranteed work responsibilities. Applications for sophomores, juniors, and seniors are obtained from the Director of Financial Aid in January.

A number of endowed scholarships and scholarships contributed by individuals and groups, are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upper-classmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a \$100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the college from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the college.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the college, *Chatham College: The First Ninety Years*.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the college in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

Chatham College

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the college in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the college from 1901 to 1921.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor of Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of \$1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the college from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the college for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE MARIA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the college.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the college from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

SPECIAL CRITERIA SCHOLARSHIPS

BUHL FOUNDATION SCHOLARSHIPS are available to day students in Allegheny County. Candidates must have taken the tests given by the Exceptionally Able Youth Committee of the Civic Club and have placed in the award group.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the college and must enroll as a commuting student.

THE WOODS HOLE MARINE BIOLOGICAL LABORATORY SCHOLARSHIP is awarded to a biology major who has done outstanding work. The scholarship covers the annual summer tuition to the Marine Biological Laboratory at Woods Hole, Massachusetts.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the college in service, character, and leadership.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN MEMORIAL HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the college.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in drama and speech.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION MEMORIAL AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the college in 1932 through the will of the late Cora Helen Coolidge, former president of the college. The income from this fund is to supply books for the Library.

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of books in the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICHMENT OF UNDERGRADUATE TEACHING AT CHATHAM COLLEGE was established in 1964 by a grant from The Maurice and Laura Falk Foundation. The income from the endowment is intended for the support of "such projects and programs as the President and Trustees may deem wise in order to preserve and extend the quality of teaching and scholarship in the liberal arts so that Chatham College may continue its leadership among the nation's top liberal arts colleges."

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 and revised in purpose and amount in 1963. The principal portion of the income is to be used to enrich the college's work in the field of philosophy and related disciplines, especially those concerned with values. The Fund supports the Gillespie Professorship, brings visiting lecturers to the campus, provides for faculty leaves, and allows for the enlargement of the Library collection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the college and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders in the arts and sciences.

THE VIRA I. HEINZ GRANT supports an annual series of lectures by leading philosophers and theologians. The grant, extending for three years beginning in 1962, was awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

THE RUTH J. LAW LEGACY was left to the Chatham College Alumnae Association in 1964 through the will of Ruth J. Law, class of 1917, in memory of her mother, Caroline Law. By action of the Alumnae Association, the income from the \$2000 bequest is to be used annually to purchase fine books for the Library.

THE HELEN IRWIN AND JAMES E. MACCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the college to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the college through the effective use of outstanding people with varied backgrounds and interests.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for Library acquisitions.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the Library collection.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of

1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE WHERRETT ENDOWMENT FUND was established by The Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

A gift from the Wherrett Fund also makes possible low-rate rental by students, faculty, and staff of reproductions of paintings.

THE WHERRETT MICROFILM LIBRARY FUND, established in 1963, provides for the permanent collection of The New York Times on microfilm and for microfilm equipment.



ORGANIZATION



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TERM EXPIRES 1966

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TERM EXPIRES 1967

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Peggy S. Clagett, Secretary

DORIS B. CROZIER, B.A., M.A. *Assistant to the President*

ACADEMIC ADMINISTRATION

DAVID HENDERSON, B.A., M.A., Ph.D. *Executive Dean*
Barbara Tener, Secretary

AMELIA J. BOTSARIS, B.A., M.A. *Registrar*
Dorothea Ritt, Assistant

STUDENT PERSONNEL

BARBARA J. LEWIS, B.S., M.A. *Dean of Students*
Joan Gebron, Secretary

HUGH K. WRIGHT, JR., B.A., B.D. *Chaplain*
Virginia Newman, Secretary

ROBERT H. LOISELLE, B.A., Ph.D. *Clinical Psychologist*

MARY RITA TASCKETTA, B.A., M.A. *Director of Placement*

SARA L. STUMP, B.A., M.S. *Director of Residence Halls and*
Head Resident, Mellon Hall

WINIFRED C. BAUMAN *Head Resident, Pelletreau Hall*

SARA M. McGRATH, B.S. *Head Resident, Beatty Hall*

LEE MCGREGOR *Head Resident, Dilworth Hall*

BERTHA M. TREASURE *Head Resident, Benedum Hall*

VIRLEA H. WOODS *Head Resident, Fickes Hall*

GLADYS HINER *Head Resident, Woodland Hall*

RHEA ROSE *Head Resident, Berry Hall*

EVALUATION SERVICES

LILY DETCHEN, B.A., M.A., Ph.D. . . *Director of Evaluation Services*
Irene Lawlor, Secretary

COLLEGE RELATIONS

- REINALD McCRUM, B.S., M.P.H. *Secretary of the College*
Bettie S. Richter, Secretary
- FRANK D. SKINNER, B.A. *Director of Public Relations*
- JUDITH B. CAMPBELL, B.A. ... *Assistant Director of Public Relations*
Dolores R. Moore, Secretary
- RUTH HUNTER SWISSHELM, B.A. ... *Director of Alumnae Affairs*
Margaret M. Heiman, Secretary

ADMISSIONS

- PEGGY DONALDSON, B.A. *Director of Admissions*
- MARCIA SMILEY, B.A. *Admissions Counselor*
- BARBARA J. CHEW, B.S., M.Ed. *Admissions Counselor*
Doris Bierlein, Secretary

LIBRARY

- BENJAMIN B. RICHARDS, B.A., B.S. in L.S., M.A. *Librarian*
- JOAN BECKER, B.A., M.L.S. *Assistant Librarian in Charge of*
Technical Service
- DONNA E. FENNER, B.A., B.S. in L.S. *Assistant Librarian in*
Charge of Circulation and Reference
Rosalie Hood, Secretary

BUSINESS OFFICE

- BURT E. ASHMAN, Ph.B. *Business Manager*
Mary D. Strichko, Secretary
- HANNA GUNDERMAN, B.A., M.Ed. *Bursar*
- BARBARA LASLO *Assistant to the Bursar*
Anna E. Weigand, Cashier
Florence E. Bayer, Bookkeeper
- ROWLAND H. ASTON *Superintendent of Maintenance*
- FLORIENE C. EMERICK *Executive Housekeeper*

HEALTH SERVICES

- J. WATSON HARMEIER, B.S., M.S., M.D. *College Physician*
- WILLIAM L. BAIR, B.A., M.D. *Consulting Psychiatrist*
- MARY LOUISE RIEFER, R.N. *Resident Nurse*

Faculty

- EDWARD D. EDDY JR.*President*
B.A., Cornell University; B.D., Yale University; Ph.D., Cornell University; LL.D., Thiel College.
- DAVID HENDERSON*Executive Dean*
B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.
- BARBARA J. LEWIS*Dean of Students*
B.S., Wheaton College; M.A., Northwestern University.
- REINALD McCRUM*Secretary of the College*
B.S., Springfield College; M.P.H., University of North Carolina.
- BENJAMIN B. RICHARDS*Librarian*
B.A., State College of Iowa; B.S. in L.S., Western Reserve University; M.A., Claremont Graduate School.

EMERITUS FACULTY

- MARY HELEN MARKS, B.A., M.A., L.H.D.*Dean Emeritus*
HELEN CALKINS, B.A., M.A., Ph.D.*Professor of Mathematics*
ARTHUR L. DAVIS, B.A., M.A., Ph.D.*Professor of German*
CARLL W. DOXSEE, B.A., M.A., Ph.D.*Professor of English*
LABERTA DYSART, B.A., M.A.*Professor of History*
EDGAR M. FOLTIN, J.U.Dr., Dr. habil*Professor of Psychology*
VANDA E. KERST*Professor of Speech*
EFFIE L. WALKER, B.A., M.A.*Assistant Professor of History*
HELENE WELKER, B.A.*Associate Professor of Music*

PROFESSORS

- *J. CUTLER ANDREWS (1947)*History*
B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard University.

*On leave 1964-65

The Organization

- WILLARD E. ARNETT (1957)*Philosophy*
B.A., Berea College; M.A., Ph.D., Columbia University.
- STEPHEN BORSODY (1948)*History*
Doctor of Judicial and Political Science, Charles University,
Prague; Privatdocent of East European History, University of
Budapest.
- FRANCES ELDREDGE (1953)*English*
B.A., Wellesley College; M.A., Tufts University; Ph.D., Univer-
sity of Chicago.
- MABEL A. ELLIOTT (1947)*Given Professor of Sociology*
B.A., M.A., Ph.D., Northwestern University.
- MILDRED T. EVANSON (1945)*Drama*
B.A., M.A., University of Wisconsin.
- PHYLLIS M. FERGUSON (1943)*Drama*
B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.
- DAVID HENDERSON (1961)*Sociology*
B.A., Westminster College; M.A., Ph.D., University of Pitts-
burgh.
- MARGARET K. HILL (1955)*Education*
B.S., Concord College; M.Ed., Ed.D., Boston University.
- WILLIAM J. KEEFE (1952)*Political Science*
B.S., Illinois State University; M.A., Wayne State University;
Ph.D. Northwestern University.
- JAMES McLAREN (1956)*French*
B.A., M.A., Dalhousie University; Ph.D., Columbia University.
- EARL K. WALLACE (1925)*Chemistry*
B.A., The Pennsylvania State University; M.A., Ph.D., Col-
umbia University.
- RUSSELL G. WICHMANN (1946)*Music*
Mus.B., Lawrence College; M.S.M., Union Theological Semi-
nary; Student of LaVahn Maesch, Clarence Dickinson, Marcel
Dupre.

ASSOCIATE PROFESSORS

- *FRED ADELMAN (1962)*Anthropology*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania.
- NATALIE BARISH (1954)*Biology*
B.A., Goucher College; M.A., Indiana University; Ph.D., Ohio State University.
- WILLIAM A. BECK (1958)*Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.
- PATIENCE T. BLAYDEN (1953)*Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.
- LILY DETCHEN (1948)*Director of Evaluation Services*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.
- ANN FREEMAN (1958)*Buhl Associate Professor of History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.
- WILLIAM R. HOOD (1962)*Psychology*
B.S., M.S., Ph.D., University of Oklahoma.
- MARY McGUIRE (1956)*English*
B.A., University of Maine; M.A., Ph.D., Columbia University.
- ALBERT O. OSSMAN, JR. (1957) ..*Political Science and Economics*
B.A., M.A., Ph.D., Syracuse University.
- JACK E. TOMLINS (1964)*Spanish*
B.A., M.A., University of New Mexico; Ph.D., Princeton University.

ASSISTANT PROFESSORS

- DOROTHY J. BEARCROFT (1964)*Chemistry*
B.A., University of California at Los Angeles; M.S., Ph.D., University of Chicago.

*On leave 1964-65

- IRWIN BRODO (1964) *Botany*
B.S., City College of New York; M.S., Cornell University;
Ph.D., Michigan State University.
- JERRY L. CAPLAN (1959) *Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of
Louise Bouche, Morris Kantor, John Corbino, Byron Browne,
John Hovannes.
- J. DALE CHASTAIN (1960) *Political Science*
B.A., College of Wooster; M.A., State University of Iowa.
- DORIS B. CROZIER (1963) *Anthropology*
B.A., Trinity College; M.A., New York University.
- JOHN W. CUMMINS (1954) *English*
B.A., M.A., Ohio Wesleyan University; Ph.D., University of
Pennsylvania.
- FRANK A. HAYES (1957) *Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.
- LAWRENCE M. KNOLLE (1962) *Education*
B.A., M.A., University of Colorado; Ed.D., Columbia
University.
- FLORENCE S. KOSSOFF (1963) *Art History*
B.A., Smith College; M.A., New York University.
- FRANK M. LACKNER (1961) *Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University;
Ph.D., University of Pittsburgh.
- ROBERT H. LOISELLE (1961) *Psychology*
B.A., University of Massachusetts; Ph.D., University of
Rochester.
- WILLIS D. RICHEY (1963) *Chemistry*
B.A., Hiram College; Ph.D., University of Rochester.
- JEROME S. WENNEKER (1946) *Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

- JAMES R. BACHMAN (1964)*History*
B.A., University of Omaha.
- DOREEN E. BOYCE (1963)*Economics*
B.A., M.A., Oxford University.
- MARVIN H. BRAGG (1964)*German*
B.A., M.A., University of Southern California.
- CAROL R. BROWN (1959)*English*
B.S., Marquette University; M.A., University of Chicago.
- HELEN B. CHUN (1964)*Mathematics*
B.S., Radford College; M.S., Virginia Polytechnic Institute.
- LOUIS P. COYNER (1963)*Music*
B.F.A., M.F.A., Carnegie Institute of Technology; Ph.D., State University of Iowa.
- *LEONARD M. FRIEDMAN (1961)*French*
B.A., New York University; Lic. es Let., University of Geneva, Switzerland.
- WILLIAM JUNGELS (1964)*English*
B.A., University of Notre Dame; M.A., The Johns Hopkins University.
- VAINO T. KOLA (1962)*Art*
B.F.A., Massachusetts College of Art; M.F.A., Yale University.
- LORENZO MALFATTI (1956)*Music*
Graduate, Julliard School of Music; Student of Mack Harrell, Rachele, Maragliano Mori, Virgilio Mortari.
- ROBERT H. MAST (1964)*Sociology*
B.A., M.S., University of Pittsburgh.
- SARA M. McGRATH (1963)*Physical Education*
B.S., East Stroudsburg State College.
- BARBARA J. PAGE (1964)*English*
B.A., Pomona College; M.A., Columbia University.
- HELEN PAZ-GARCIA (1964)*Spanish*
Diploma, Universidad Pedagogica National in Colombia; M.A., University of Pittsburgh.

*On leave 1964-65

- ARTHUR G. SMITH (1963) *History*
B.A., Muskingum College; M.S., University of Wisconsin.
- HENRY SPINELLI (1961) *Music*
B.A., Carnegie Institute of Technology; Student of Eunice Norton.
- THELMA W. TAYLOR (1960) *Philosophy*
B.A., University of Arkansas; M.A., Columbia University.
- ALBERTINE WICHER (1964) *French*
B.S., University of New Hampshire; M.A., Boston University.
- ANDRE E. WINANDY (1964) *French*
B.A., Denison University; M.A., The Johns Hopkins University.
- HUGH K. WRIGHT, JR. (1963) *Religion*
B.A., Wesleyan University; B.D., Western Theological Seminary.

LECTURERS

- MARGARET P. DUGGAR (1961) *Dance*
B.A., University of Wisconsin; M.A., Stanford University.
- JO-ANN GARDNER (1964) *Psychology*
B.S., M.S., Ph.D., University of Pittsburgh.
- ILSEDORA B. JONAS (1964) *German*
Diploma, University of Heidelberg; M.A., Rutgers University.
- JOOST KIEWIET DE JONGE (1957) *Astronomy*
Ph.D., Harvard University.
- SARA LEHRMAN (1960) *Russian*
B.A., Hunter College; M.A., University of Pittsburgh.
- IRENE P. LOWE (1964) *Biology*
B.S., M.A., George Washington University; Ph.D., Washington University.
- JAMES A. McCULLOCH (1960) *Greek*
B.A., Duquesne University; M.Litt., Ph.D., University of Pittsburgh.
- FRANCES MORROW (1962) *English*
B.S., New York University; M.Litt., University of Pittsburgh.
- OAKLEY S. RAY (1963) *Psychology*
B.A., Cornell University; M.Ed., Ph.D., University of Pittsburgh.

Chatham College

- MIHAIL STOLAREVSKY (1948).....*Music*
B.S., Technical University, Gothen, Germany; M.A., Imperial
Conservatory, Kiev, Russia; Student of Carl Flesch and Michael
Press.
- EVA M. DUKA VENTURA. *Marks Visiting Lecturer in Asian Studies*
B.A., University of the Philippines; M.A., Eastern Kentucky
State College.
- HELEN WEINBERG (1958).....*Secretarial Studies*
B.A., University of Pittsburgh.

CONSULTANTS IN EDUCATION

- PATTY GROSSMAN (1963).....*Music Education*
Juilliard School of Music; Alliance Francais, Paris, France.
- CECELIA LIEBERMAN (1963).....*Art Education*
B.S., University of Pittsburgh; Student of R. Simboli and
Samuel Rosenberg.

DIVISIONAL CHAIRMEN 1964 - 65

- Humanities.....Mr. McLaren
Science.....Mr. Beck
Social Relationships.....Mr. Hood

DEPARTMENTAL CHAIRMEN 1964 - 65

- Art.....Mr. Caplan
Biology.....Miss Barish
Chemistry.....Mr. Wallace
Drama.....Mrs. Ferguson
Economics.....Mr. Ossman
Education.....Mr. Knolle
English.....Miss Eldredge
History.....Mr. Borsody
Mathematics.....Mr. Beck
Languages.....Mr. McLaren
Music.....Mr. Wichmann
Philosophy and Religion.....Mr. Arnett
Physical Education.....Mrs. Blayden
Political Science.....Mr. Keefe
Psychology.....Mr. Hood
Sociology.....Miss Elliott

COURSE CHAIRMEN 1964-65

The Arts.....	Miss Eldredge
Introduction to Exposition.....	Mr. Cummins
History of Western Civilization.....	Mr. Borsody
Culture and Personality.....	Mr. Hood
Modern Society.....	Mr. Keefe
Knowledge and Values.....	Mr. Arnett
Effective Speech.....	Mrs. Ferguson
World Issues.....	Mr. Chastain
Elementary Mathematical Physics.....	Mr. Beck and Mr. Richey

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the college through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the college, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the college. All monies raised through the annual giving program are given to the college to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder*, a semi-annual magazine devoted to

news of Chatham and its graduates. In addition, alumnae are kept aware of events at the college by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the college. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement. A meeting with an educational program is held at the college during the fall term.

OFFICERS

Louise Baehr Larson.....	President
Evangeline Seitanakis Beldecos	First Vice President
Martha McFall Schall.....	Second Vice President
Margaret McBride McMaster.....	Recording Secretary
Martha Jane Gerwig Rial	Corresponding Secretary
Mary-Stuart Clements Harriman	Alumnae Trustee
Dorothy Schenck Van der Voort	Alumnae Trustee
Mary Virginia Brown Bowden.....	Alumnae Trustee
Marion Griggs	Director
Jean McGowan Marshall	Director
Eleanore Luthringer Mattson	Director
Peggy Korb Smith.....	Director
Clara Colteryahn.....	Director
Ruth Hunter Swisshelm	Director of Alumnae Affairs

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Mrs. Amor F. Pierce (Ida Mae Ulmer '36), 15547 Valley Vista Blvd., Encino, California

WASHINGTON, D. C.—Miss Marion Griggs ('24) Hill House, 110 D Street, S.E., Washington, D. C.

CHICAGO, ILLINOIS — Mrs. Richard Waichler (Nancy Follett '54)
1020 Superior Street, Oak Park, Illinois

BALTIMORE, MARYLAND—Miss Ann M. Morgan ('50), 7903 Elen-
ham Avenue, Towson 4, Maryland

BOSTON, MASSACHUSETTS—Mrs. Walter V. Weyhmann (Rose-
Louise Fossee '56), 4 Emmonds Place, Cambridge 38, Massa-
chusetts

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles
'56), 6733 Mansfield Drive, Garden City, Michigan

NEW JERSEY—Mrs. W. C. DeKleine (Robin Askin '61), c/o Oliver,
Burnt Hill Road, Skillman, New Jersey

BUFFALO, NEW YORK—Mrs. William P. Petro (Carole Smith '60),
171 Halwill Drive, Snyder, New York

MANHATTAN, NEW YORK—Mrs. Samuel N. Tonkin (Muriel
Spindell '52), 450 East 63rd Street, East Building, Apt. 10-H,
New York 21, New York

CLEVELAND, OHIO—Mrs. Jack W. Lampl, Jr. (Carolyn Cosel '45),
18400 South Park Blvd., Shaker Heights 20, Ohio

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '44),
3194 El Paso Drive, Columbus, Ohio

GREENSBURG, PENNSYLVANIA—Mrs. John J. Bonfigli (Frances
Keenan '61), 19 North Maple Avenue, Greensburg, Pennsyl-
vania

LANCASTER, PENNSYLVANIA—Mrs. Harry Stewart (Barbara Sen-
ior '54), 942 Pleasure Road, Lancaster, Pennsylvania

PHILADELPHIA, PENNSYLVANIA—North Philadelphia Club—Mrs.
Richard P. Colbert (Barbara Jane Evans '56), 8603 Thouron
Avenue, Philadelphia 50, Pennsylvania
Delaware Valley Club—Mrs. J. Kenneth Delmar (Sara Jane
Westlake '62), 307 Lincoln Avenue, Havertown, Pennsylvania

HOUSTON, TEXAS—Mrs. John Chiles (Marie Cohn '48), 756 Creek-
side Drive, Houston 24, Texas

PITTSBURGH REGIONAL GROUPS

MT. LEBANON AREA—Mrs. Charles R. Volk (Barbara Beacham '55), Winthrop Road, Carnegie, Pennsylvania

DOWNTOWN—Miss Helen Ryman ('24), 50 Academy Avenue, Pittsburgh 28, Pennsylvania

NORTH SUBURBAN—Mrs. Harold Autenreith (Sally White '52), Spencer Lane Extension, Glenshaw, Pennsylvania

Mrs. Stewart Poole (Alexandra Potts '52), Box 168, R.D. 2, Mars, Pennsylvania

SOUTH HILLS—Mrs. Walter Benter (Dorothy Firth '45), 261 Tara Drive, Pittsburgh 36, Pennsylvania

Alumnae representatives appointed by the college are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the college, to act as good-will emissaries, and to aid the college in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ALUMNAE REPRESENTATIVES FOR 1964-1965

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49), 2124 East Solano Drive, Phoenix 16, Arizona

CALIFORNIA—Mrs. Walter Ray McCann (Katherine James '31), 783 Garland Drive, Palo Alto, California

Mrs. John A. Randall (Marjorie Chubb '38), 1370 Chamberlain Road, Pasadena 3, California

COLORADO—Mrs. Bradford Richardson (Anne Denigan '50), 4 Cimarron Drive, Littleton, Colorado

CONNECTICUT—Mrs. Charles O. Sterling (Janet Hoy '55), 84 Scott Drive, Manchester, Connecticut

Mrs. Bartlett R. Price (Miles Janouch '43), 56 Wright Street, Westport, Connecticut

Miss Rosemarie J. Pysh ('56), 280 Winthrop Avenue, New Haven 11, Connecticut

DELAWARE—Mrs. William W. Hess (Florence Smith '39), 4601 Beechwold Road, Wilmington 3, Delaware

FLORIDA—Mrs. John A. Buck (Anna Aber '28), 8 Isle of Venice, Fort Lauderdale, Florida

GEORGIA—Mrs. Robert K. Brown (Joanne Pople '56), 689 Longleaf Drive, Atlanta 5, Georgia

ILLINOIS—Mrs. David T. Christie (Marian Lean '46), 345 Eaton Street, Northfield, Illinois

Mrs. Richard A. Waichler (Nancy Follett '55), 1020 Superior Street, Oak Park, Illinois

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43), Rural Route 7, Box 340, Booneville New Harmony Road, Evansville 12, Indiana

Mrs. John W. Klotz (Florence Succop '42), 8 Tyndale Place, Fort Wayne, Indiana

Mrs. Robert L. Linke (Dorothy Purkiss '42), 3233 North Park Avenue, Indianapolis 5, Indiana

Mrs. William M. Davis (Louise Eddy '52), 1704 Crestview Drive, New Albany, Indiana

KENTUCKY—Mrs. William M. Davis (Louise Eddy '52), 1704 Crestview Drive, New Albany, Indiana (near Louisville, Kentucky)

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40), 222 Bradley Street, Portland, Maine

MARYLAND—Mrs. Edward Adelson (Lois Potts '54), 7020 Richard Drive, Bethesda 14, Maryland

Mrs. F. Robert Fekety, Jr. (Nancy Baker '51), 602 Meadow Ridge Road, Towson 4, Maryland

Chatham College

- MASSACHUSETTS—Mrs. Barry J. Mitchell (Judith Allan '61), 32
Harvard Street, Reading, Massachusetts
Mrs. Alan J. Fritts (Dorothy Hauser '54), 10 Chestnut Hill, Wil-
braham, Massachusetts
- MICHIGAN—Mrs. Peter E. Zervos (Anna Liadis '58), 8921 Esper
Boulevard, Detroit 4, Michigan
Mrs. Charles F. Trapp, Jr. (Carrie Lou Kinzer '40), 1003 Bedford
Road, Grosse Pointe 30, Michigan
- MINNESOTA—Mrs. Benjamin R. Harriman (Mary-Stuart Clements
'36), 1335 Pinehurst Avenue, Saint Paul 16, Minnesota
- MISSOURI—Mrs. Warren K. Davidson (Ann Orner '52), 6111 North
Woodland, Kansas City 18, Missouri
Mrs. George F. DuBois (Katherine Dykema x'51), 418 Fieldcrest
Drive, Webster Groves 19, Missouri
- NEBRASKA—Mrs. Walter R. Tkach (Helen G. Weller '41), 3423
Loring Street, Offutt Air Force Base, Omaha 47, Nebraska
- NEW JERSEY—Mrs. William F. Rech (Mary Jane Crooks '50), 90
Sunset Drive, Chatham, New Jersey
Mrs. William R. Karlson (Mary Wells '47), 608 Brookside Place,
Cranford, New Jersey
- NEW YORK—Mrs. William P. Petro (Carol Smith '60), 171 Halwill
Drive, Snyder 26, New York
Mrs. James B. Ketcham (Ira Davisson '52), 518 Main Street,
Cedarhurst, Long Island, New York
Mrs. Paul G. MacNeill (Gladys Patton '41), 100 Wellwood Drive,
Fayetteville, New York
Mrs. N. William Wagar II (Cynthia Fortanier '53), 546 Glen
Street, Glens Falls, New York
Mrs. Edward Loyd (Patricia Kappel '58), 8 Ivy Place, Huntington,
Long Island, New York
Mrs. Cameron Brown (Katrina Utne '36), Spring Valley Road,
Ossining, New York
Miss Jane Sanford ('60), 381 Bonnie Brae Avenue, Rochester 18,
New York
Mrs. R. L. Beede (Patricia O'Keefe '51), 50 Saratoga Drive, Scotia
2, New York
Mrs. James George Smith (Marie Smith '59), 154 Erickson Street,
Syracuse 6, New York

- OHIO—Mrs. Robert R. Earley (Patricia Kennedy '51), 7286 Georgetown Court, Cincinnati 24, Ohio
Mrs. Wilbur V. Hansen (Sally Geary '48), 2 Beech Lane, Cincinnati 8, Ohio
Mrs. R. W. Kellermeyer (Audrey Shanaberger '54), 3815 Parkdale Road, Cleveland Heights 21, Ohio
Mrs. Ralph Goettler (Barbara Eckel '60), 2965 Brandon Road, Columbus 21, Ohio
Miss Betty King ('53), 3546 Stoer Road, Shaker Heights 22, Ohio
Mrs. Richard Gallaway (Mary Peck '60), 3901 Grantley Road, Toledo 13, Ohio.
- OKLAHOMA—Mrs. William W. Barr (Janet Geiersbach '53), 4160 East 49th Street, Tulsa, Oklahoma
- OREGON—Mrs. William G. Rohlfes (Emelyn Taylor '27), Peach Cove, West Linn, Oregon; OLive 6-7960
- PENNSYLVANIA—Mrs. Clifford Rowden (Mary Lenhardt '55), 46 Laubert Road, Andorra Acres, Conshohocken, Pennsylvania
Mrs. Charles C. Bradley (Patsy Speers '45), 1004 Wilde Avenue, Drexel Hill, Pennsylvania
Mrs. W. Ronald Cocke, IV (Nancy Cannon '57), 5418 Gardner Drive, Erie, Pennsylvania
Miss Isabelle M. Allias ('54), 601 North Front Street, Harrisburg, Pennsylvania
Mrs. Harry M. Stewart (Barbara Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania
Mrs. W. S. Emley (Shirley Gordon '35), R. D. #3, West Maitland Lane, New Castle, Pennsylvania
Mrs. H. H. Wilson, Jr. (Lynn Backus '57), 452 March Street, Shillington, Reading, Pennsylvania
Mrs. J. Richard Krapfel (Sarabelle Segmiller '51), 606 Homestead Place, Warren, Pennsylvania
Mrs. Bernard H. Berman (Martha Yorkin '46), 685 North Wade Avenue, Washington, Pennsylvania
Mrs. Earl S. Lathrop (Margaret Graham '42), Ridgewood Road, R. D. 7, York, Pennsylvania
- TEXAS—Mrs. Henry C. Whalen, Jr. (Barbara McDonald '53), 5405 Martel Avenue, Dallas 6, Texas
Mrs. John H. Chiles (Marie Cohn '48), 756 West Creekside Drive, Houston 24, Texas

VIRGINIA—Mrs. Norman P. Reichley (Ruth Berkey '34), 5806 Little Falls Road, Arlington 7, Virginia

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39), 1915 Meadowbrook Road, Charlottesville, Virginia

WASHINGTON—Mrs. Harry Truman (Imogene Flanagan '30), 2607 Boyer Avenue East, Seattle 2, Washington

WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53), 915 Alynwood Circle, Charleston 4, West Virginia

Mrs. George H. Schardt (Mollie Oehlschlager '52), Route 1-27B Country Club Road, Clarksburg, West Virginia

Mrs. Albert H. Wilson (Barbara Williams '54), 1437 Spring Valley Drive, Huntington, West Virginia



GENERAL COLLEGE INFORMATION

ACADEMIC CALENDAR FOR 1964-1965

Freshmen arrive.....	Sunday, September 13
Orientation.....	Sunday, September 13, through Wednesday, September 16
Upperclass Registration.....	Wednesday, September 16
Freshman Registration.....	Thursday, September 17
Classes begin.....	Friday, September 18
Thanksgiving Vacation.....	Wednesday, November 25, 2:20 p.m. to Monday, November 30, 8:30 a.m.
Christmas Vacation.....	Friday, December 18, 2:20 p.m. to Monday, January 4, 8:30 a.m.
Study Period.....	Wednesday, January 13, through Sunday, January 17
Final Examinations.....	Monday, January 18, through Wednesday, January 27
Second Semester begins.....	Monday, February 1, 8:30 a.m.
Spring Vacation.....	Friday, March 19, 2:20 p.m. to Monday, April 5, 8:30 a.m.
Study Period.....	Saturday, May 22, through Wednesday, May 26
Final Examinations.....	Thursday, May 27, through Friday, June 4
Commencement.....	Sunday, June 6

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the college programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the college. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the college physician, at the beginning of the college year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the college physician, the resident nurse has charge of all cases of illness in the college, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The college physician calls at the college at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The college infirmary has modern equipment and provides for isolation. See Medical Expenses—page 114.

As part of the services of the Dean of Students office, the college also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The college provides vocational information and advice to assist students in the choice of a career. Programs and field trips are planned periodically and interviews are arranged with prospective employers.

Help is offered to graduating seniors and alumnae in finding employment. For those who have registered with the Placement Service, the office prepares a set of credentials containing personal data, subjects studied at Chatham, faculty and employer references, and work history. These papers are kept on file and are sent to prospective employers on request. During the year, recruiters visit the campus to interview seniors who have expressed an interest in their particular fields of work.

In addition, summer and part-time job opportunities are made known to students in all classes. The Placement Service also maintains and makes available a small library of materials relative to employment opportunities in various careers and professions of particular interest to women.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The college is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately forty minutes from the airport.

Driving to the college from the east and west, it is advisable to turn off the Pennsylvania Turnpike at Pittsburgh interchange #6 and follow Interstate 70 to the Penn-Lincoln Parkway. Continue on the Parkway through the Squirrel Hill Tunnel to Squirrel Hill Exit #8 (first exit after leaving tunnel), follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue), turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.

When driving to the college from downtown Pittsburgh, the best route is the Penn-Lincoln Parkway East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before Squirrel Hill Tunnel), follow Murray Avenue to Wilkins Avenue (Murray Avenue ends at Wilkins Avenue), turn right on Wilkins Avenue, turn left on Woodland Road. Chatham College is located on Woodland Road.



Chatham College

West Pennsylvania Turnpike

Pittsburgh
Interchange

East

Interstate 70

Route 22

Route 30

Allegheny River

Route 99

Wash Blvd

Penn

Ave.

Ave.

5th Ave.

Wilkins

Monongahela River

Murray Ave.

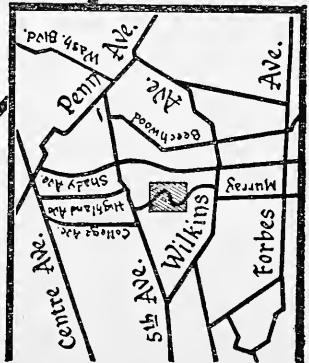
Route 50

Route 19

Route 22-30

Ohio River

Greater Pgh. Airport



Chatham College

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the college in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of \$_____ to be added to the General Endowment Funds of the college.

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